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ABSTRACT

The second of two task forces formed to consider the graduation requirements of Hawaii's public education system came to several conclusions and made several recommendations regarding improving the existing program. Among the task force's concerns were making sure graduation requirements were linked to the state department of education's established Foundation Program objectives: providing adequate access to alternative methods for achieving graduation requirements; and recognizing different types of student achievement through the issuance of appropriate documents, such as diplomas and certificates of program completion. The task force recommended specific changes in the graduation requirements, increasing the number of compulsory and elective course credits necessary and requiring demonstrated mastery of essential competencies related to daily living skills. Use of the Hawaii State Test of Essential Competencies to determine student progress toward these goals was recommended, but the task force recommended development of other methods for student demonstration of mastery since state law prohibits use of any test to deny student promotion or graduation. Extensive appendixes contain background information and preliminary reports considered by the task force in the course of its deliberations. Sample forms, survey results, and program descriptions are included. (Author/PGD)

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Report of the Task Force on

Graduation Requirements

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Office of Instructional Services/General Education Branch □ Department of Education
State of Hawaii □ RS 78-6446 □ October 1978

JAN 26 1981

ACKNOWLEDGMENT

The reexamination engaged in by the Graduation Requirements Task Force included several features which distinguish it from previous reviews. Among them are:

1. The composition of the Task Force membership which reflected a deliberate attempt to include representatives from various sectors of the public.
2. The wide involvement of students, teachers, administrators, parents, and other community people as reactors, survey and trial use participants, and interested audiences.
3. The comprehensive scope of the effort as indicated by the various issues given attention within the contexts of the four major tasks undertaken.
4. The degree of participation by the total staff of the Office of Instructional Services and the valuable services rendered to the Task Force deliberations.
5. The many long hours spent in discussing the merits, feasibility, and implications of various proposals on the different issues.
6. The numerous ways in which the Task Force members engaged in information dissemination activities on a statewide basis.

As anticipated unanimity was not achieved on many of the issues. However, the recommendations in this report do reflect the agreements reached by a majority of the members.

As Chairman of the Task Force I wish to acknowledge the following:

1. The Task Force members for their sincere interest and active participation in the numerous deliberations and for providing differentiated perspectives to reflect the sentiments of various segments of the public.
2. The staff members of the Office of Instructional Services for the dedicated and professional manner in which they performed the necessary staff work to facilitate decision-making by the Task Force.
3. The students, teachers, administrators, parents and other members of the public who participated in various ways in this endeavor.

The reexamination of graduation requirements is seen as a continuing need in the Department of Education's efforts to help each student attain the Foundation Program Objectives to the best degree possible. It is our hope that the work completed by this Task Force will contribute to the Department's effort.

Michael M. Hazama

Michael M. Hazama, Chairman
Task Force on Graduation Requirements

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I. OVERVIEW

A. Introduction

THE
GOAL
OF
DOE

The Department of Education, through its seven district offices and the two-hundred twenty-seven schools throughout the State of Hawaii, is legally charged with the primary responsibility for the education of all youth ages six through eighteen. Overall direction for the total system is provided by the Goal of Public Education revised by the Board of Education in September of 1970. It reads:

The State of Hawaii shall provide a public school system and a public library system with scope in programs from pre-school to high school for children, youth, and adults. Such programs shall be simultaneously intellectual, aesthetic, and practical, with instructional practices which insure the learner the acquisition of knowledge relevant to living in the present, and the arts and skills of knowledge-making for speculating about living in the future. All programs shall derive from a curriculum which must include the areas of knowledge of English, the Sciences, Mathematics, the Social Sciences, the Humanities and the Practical Arts, and all other support services necessary for implementation. ^{1/}

In addition, the Board of Education adopted the Foundation Program in 1970, to further delineate the knowledge, skills, attitudes, and values considered necessary in order for each student to enjoy self-fulfillment and to become a contributing member of society. In it, there are eight objectives toward which students are to be provided opportunities for growth. These are:

1. Basic Skills for Learning and Effective Communication with Others
2. Positive Self-Concept
3. Decision-Making and Problem-Solving Skills at the Students' Proficiency Level
4. Independence in Learning
5. Physical and Emotional Health

^{1/} DOE Policy 2000.

6. Career Development as an Integral Part of the Student's Growth and Development
7. A Continually Growing Philosophy Such that the Student is Responsible to Self as Well as to Others
8. Creative Potential and Aesthetic Sensitivity

THE
DELIVERY
SYSTEM

Generally, students have been provided experiences for learning mainly through curricular programs and in part through co-curricular activities. Traditionally, teachers develop their own instructional objectives to determine the kinds and levels of learnings which can be reasonably expected of their students. The extent to which students meet the Department's and/or their teachers' expectations is in part measured by standardized tests administered yearly to grades 4, 6, 8, and 10 and by school or teacher-determined instruments and activities.

Because existing activities assess only a portion of student attainment of the Foundation Program Objectives and because there have not been uniform, consistent expectations for students at various grade levels, the Department has begun various improvement activities. These improvement efforts have focused primarily on program and personnel factors which were within the control of the Department.

EXTERNAL
FACTORS

In Hawaii, as well as nationally, schools have had to expand their services to include responsibilities such as values education, sex education and providing breakfasts, which were previously not considered to be within their jurisdiction. Moreover, several factors beyond the control of the school system have placed additional demands on it. For example, the compulsory attendance law requiring school attendance until age eighteen has had the effect of keeping a higher percentage of youth in schools than ever before. The collective bargaining law for public employees has necessitated changes in school operations. In addition, widespread and indiscriminate television viewing, the increased rate of mobility among people, and the decreasing correlation between levels of education and employment have all had their effects directly or indirectly on student motivation and achievement.

The public has generally supported the Department's goal. It has, however, exercised various avenues to express skepticism and criticism about the instructional practices or delivery system which is intended to insure attainment of this goal. In light of these concerns, the diversity of students and the external factors

affecting public education, it becomes increasingly necessary that the Department accelerate its efforts to evaluate and improve its programs and develop personnel for more effective delivery thereof.

B. Statement of the Problem

The effectiveness of our school system is determined by the degree to which it provides students with programs to help them attain the Foundation Program Objectives. Various activities have been attempted to assess this attainment and improve the deficient areas in our delivery system.

Within the context of the current improvement efforts, examination of the existing graduation requirements was seen as a task that required special attention in response to widespread concerns expressed by employers, parents, and the general public that many of our high school graduates have not acquired the skills, knowledge and values needed to become productive and contributing members of society.

PRESENT
REQUIREMENTS

Present requirements reflect the number of credits as well as the kinds of courses which must be completed. Within a four year period a student is expected to complete at least eighteen credits, four in Language Arts, four in Social Studies, one each in Mathematics, Science, and Physical Education, one-half each in Health and Guidance and six credits in elective courses. Credits are earned on the basis of satisfactory completion of courses as signified by passing grades. Students meeting these requirements are awarded high school certificates. However, meeting the existing graduation requirements does not necessarily assure attainment of all of the Foundation Program Objectives nor does it necessarily indicate any basic level of achievement.

To give meaning and worth to high school graduation, the competency standards which students should attain before they graduate need to be established. The real dilemma is the establishment of meaningful standards for all, while accommodating the great diversity which exists among the students.

C. The Graduation Requirements Task Forces

On the surface the study of graduation requirements appears to be limited to the high school program. However, thoughtful consideration leads to the inevitable conclusion that complex

issues underlie any changes in these requirements and that these changes will affect more than the high school program.

TASK FORCE I The first Task Force on Graduation Requirements engaged in a review of the existing requirements in 1975 "to prepare policy changes to provide for the needs of Hawaii's wide range of students and alternative means to graduation." ^{2/} In its report prepared in December, 1975, Task Force I recommended that the Department of Education consider long-term, large-scale changes through the following means:

- "Obtain agreement on specific changes to be planned, developed and implemented.
- "Obtain decisions on whether or not graduation requirements should include specific minimal competencies.
- "Identify competencies required for graduation from high school (obtain consensus on competencies).
- "Develop a system for evaluation of student competencies, including instrumentation and other technical devices.
- "Revise policies and regulations in relation to changes.
- "Develop appropriate course requirements and regulations." ^{2/}

TASK FORCE II To follow up on these recommendations and insure that many perspectives were considered, the Superintendent formed a second Task Force on Graduation Requirements in March, 1977. Task Force II was composed of principals, teachers, counselors, students, parents, and representatives of professional organizations, higher education, independent schools, business, organized labor and Department of Education state and district offices. (See Appendix A.)

An ad hoc group such as this, meeting once a month, could not have accomplished its tasks without the enormous amount of work done by the staff of the Office of Instructional Services through eight work committees and a Steering Committee. (See Appendix B.)

The Task Force limited its deliberations to the following:

^{2/} A Detailed Report on Graduation Requirements (DRAFT), December, 1975.

1. Identifying what learnings should be taking place with regard to the Foundation Program.
2. Studying existing graduation requirements and making recommendations regarding any possible changes.
3. Studying existing alternative ways for students to meet graduation requirements and recommending ways of improving their availability.
4. Clarifying the meaning of graduation and recommending graduation document(s) to reflect this.

After wrestling with the various issues over the last fifteen months (See Appendix C.), the Task Force has arrived at a number of recommendations related to each of the above. The deliberations of these issues and the recommendations are presented in Section II of this report.

II. DELIBERATIONS AND RECOMMENDATIONS

A. Student Learnings Related to the Foundation Program Objectives

Although the eight Foundation Program Objectives serve as the basis for all curriculum and instruction in the public schools, teachers have had difficulty in linking these objectives to classroom instruction. This difficulty is due to the broadness inherent in the way these objectives are stated. Therefore, performance expectations have been written to assist teachers by specifying competencies expected of students as they progress toward the attainment of the eight Foundation Program Objectives.

PERFORMANCE EXPECTATIONS

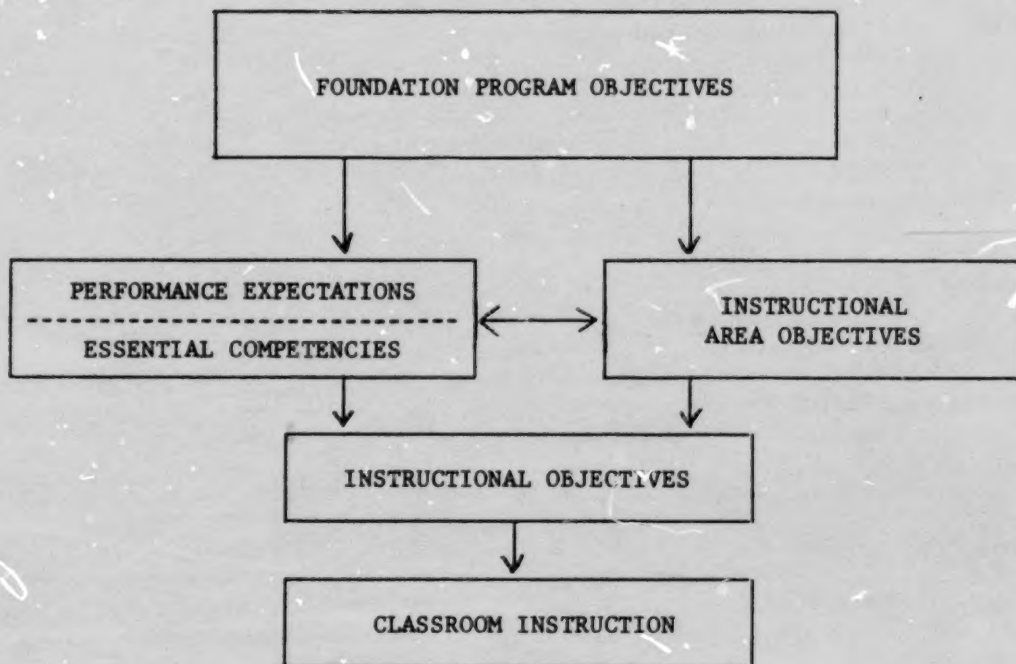
Performance expectations were developed for grades 1, 2, 3, 6, 8, 10 and 12 to guide classroom instruction and set consistent standards against which student progress can be measured and judged. Through this process and other means, student needs can be better diagnosed and appropriate educational interventions prescribed. Because of the importance of the performance expectations, they had to be developed using a process that called for involvement of many professional and community persons (See Appendix D.1.). First drafts were disseminated for review and input to all schools in the Department. In the summer of 1977, a number of teachers and principals worked with OIS staff to revise the performance expectations, using criteria developed by the Northwest Regional Educational Laboratories (See Appendix D.2). These versions were then printed and sent out for trial use and review to 77 schools (See Appendix D.3). The input from these schools is the basis for final revision prior to statewide dissemination and use.

ESSENTIAL COMPETENCIES

Essential competencies are derived from performance expectations and are considered to be basic requirements for living in society. In keeping with the premise that general concurrence is necessary for establishing these essential competencies as acceptable basic standards for public school graduates, the identification, review and revision of essential competencies involved the application of criteria, field input, and public validation. These processes are discussed in the following section. Inasmuch as the essential competencies are but a small part of each student's expected development throughout the schooling experience, attainment of the performance expectations and essential competencies will be highly dependent on sequential instructional emphasis within and among instructional (or program) areas. This interrelationship is illustrated in Figure 1.

Figure 1

RELATIONSHIP AMONG FOUNDATION PROGRAM OBJECTIVES,
INSTRUCTIONAL AREA OBJECTIVES, PERFORMANCE
EXPECTATIONS, ESSENTIAL COMPETENCIES,
AND INSTRUCTIONAL OBJECTIVES
TO CLASSROOM INSTRUCTION



**STAFF
DEVELOPMENT**

Teachers are the key to attaining the goal of the Department of Education. In order to assure greater student attainment of the Foundation Program Objectives, staff development would need to accompany the dissemination of the performance expectations.

ASSESSMENT

In addition, student achievement would need to be assessed so that timely and appropriate help can be provided for those having difficulty. Although some resources are already available for these students, many of these are restricted to limited target populations.

**SUPPLEMENTARY
SERVICES**

Since a variety of external factors often impedes the progress of students, special individualized instructional assistance must be provided. Although this assistance may be currently available within, as well as supplemental to, regular classroom instruction, there exists a group of students whose needs still remain unmet. Every effort must be made to improve the existing services; however, in order to provide sufficient help to students having difficulty, additional resources must be sought to provide essential supplementary services.

RECOMMENDATIONS

The Task Force believes that the Department should continue its efforts to assess the delivery of the Foundation Program so that all students are provided with opportunities to attain the Foundation Program Objectives. To this end, the Task Force recommends that the Department:

1. Disseminate the Performance Expectations starting September, 1978 and assist teachers in using them to identify appropriate teaching objectives and set learning expectations for their students.
2. Provide staff development activities correlated with this dissemination to help teachers understand, translate and effectively use the Performance Expectations.
3. Continue efforts to develop the means by which student achievement toward these expectations can be assessed so that timely and appropriate help can be provided for those having difficulty.
4. Seek resources for providing supplementary services to those who may need special help in attaining the objectives, expectations and competencies.

B. Graduation Requirements

There is no hard list of educational reasons why most American schools require 16 to 18 credits, specifying some areas of study, for high school graduation. Long-standing requirements have occasionally been changed to meet changing needs and perspectives. For example, the Language Arts and Social Studies course requirements have been restructured over the last three years to better assure that students are given the opportunity to learn the essential components of these areas of study.

FACTORS CONSIDERED

In the Task Force's reexamination of the existing requirements, due consideration was given to the following factors:

1. The standards of the high school accreditation organization;
2. College entrance requirements;
3. The tradition of high school taking up four years of time;
4. Hawaii's law which mandates compulsory school attendance to age 18;
5. The Department policy of the 30-hour school week; and
6. Current public sentiment.

PUBLIC SENTIMENT

In order to assess public sentiment on credit and course requirements, the Department of Education conducted a survey of teachers, principals, students, parents, unions and business representatives. This survey asked respondents to assess the extent to which Foundation Program Objectives were being met and asked for recommendations regarding credit and course requirements and program improvement (See Appendix E.1 and E.2 for samples of the instruments used.). The number surveyed and percent of returns is displayed in Table 1.

Table 1. Credits/Courses/Program Improvement Survey

	Teachers	Principals	Students	Parents	Bus./Unions
No. Sent	401	15	464	464	1,400
No. Returned	383	15	464	384	374
% Returned	96%	100%	100%	83%	27%

Respondents favored increasing the total requirements, reinforcing an earlier 1976 survey that showed that 56% favored increasing credit requirements.

Table 2. Credit Recommendations: Required and Elective

Respondents	Teacher (N=383)	Principal (N=15)	Parent (N=384)	Student (N=464)	Bus./Unions (N=331)
Total Credits	20.3	19.3	19.8	19.7	20.0
Required	13.8	12.8	13.7	13.5	16.9
Elective	6.5	6.5	6.1	6.2	3.1

While the earlier survey favored allowing students to elect courses suited to their needs, the current survey pointed to an increase in the mathematics requirement. It was the only subject area in which teachers, students, parents and business and union representatives recommended an increase of .6 or more credits (See Appendix E.3.). In addition, of the 57 mathematics teachers who were part of the 400 subject area teachers sampled, 75% recommended increasing the mathematics requirement from one to two credits. Further, survey findings indicated that 87% of the students would be graduating with 20 or more credits and 83% would have earned 2 or more credits in math.

Based on the above and on the rationale that 1/2 credit increases do not justify the added effort and cost in programming, registration, record-keeping, modified facilities, added equipment, and staffing, the Task Force approved the use of the survey findings as the major factor in arriving at its final recommendation on credit and course requirements.

PROGRAM IMPROVEMENT

The survey also solicited suggestions for improving the schools' programs. Fifty-six per cent of the respondents made a total of 1,978 suggestions. These suggestions fall into the following categories which are ranked according to frequency of times mentioned:

1. Strengthen program content and delivery (including identifying instructional objectives in view of the Foundation Program Objectives, specifying content, selecting meaningful activities, and conducting program evaluation).

2. Improve teaching strategies (including teaching and personal qualifications, attitude towards students and ability to work with them, instructional methodology, and management of instruction). Most of these suggestions came from students and parents.
3. Reorganize current school practices (including revising school schedule, eliminating programs and courses, lowering teacher-pupil ratio, hiring personnel to manage co-curricular activities, and providing services not currently provided by schools).
4. Assess learner needs (including identifying student strengths and weaknesses, involving students in program development and guiding students into appropriate courses and activities). Students made most of these suggestions.
5. Provide more and better equipment and facilities (including textbooks; audio-visual materials and equipment; athletic, vocational-technical, and other facilities; and other support materials).

The scope of the Task Force's activity has not included the development of the details as to how to improve the school programs. Rather, this recommendation is related to ongoing Department of Education efforts to improve programs, as reflected in the 1979-81 budget requests.

ESSENTIAL COMPETENCIES

In order to obtain a decision on whether or not graduation requirements should include specific competencies, it was necessary to identify those performance expectations that might be considered essential for high school graduation. The original list of essential competencies, selected from among the performance expectations, consisted of 72 items.

The Task Force had no difficulty agreeing that the basic skills of reading, writing, and computation are essential to adult life. The difficult question was whether some competencies from all eight Foundation Program Objectives were also essential. The concern about "measurability" of Foundation Program Objectives 2 - 8 entered the debate. The Task Force decided to confine its scope to deciding what was essential and to assign the job of measurement to the professional test makers.

The Task Force then decided that the Department of Education efforts to educate the whole child should be measured, and it identified, from the original 72, 27 essential competencies spanning all eight Foundation Program Objectives. Consultants from the Northwest Regional Educational Laboratory (NWREL) provided assistance in reviewing and revising these essential competencies according to criteria established by the NWREL (Appendix F).

**PUBLIC
VALIDATION**

Using a random sample approach, participants for the public validation of the essential competencies were selected from three major target populations: consumers, professionals, and other publics. (See Appendix G.1.) These participants received a survey containing the 27 essential competencies. (See Appendix G.2.) The reactions received from this survey (See Appendix G.3.) assisted the Task Force in selecting from the 27 competencies those 15 deemed important and necessary for high school graduation.

This final list does not include competencies in the areas of positive self-concept and creative potential and aesthetics. Competencies in these areas have been deleted because, although they are considered to be "highly desirable," the Task Force could not see withholding a diploma from a student who did not possess them.

INSTRUCTION

Essential competencies as defined by the Task Force are the basic standards of proficiency considered to be essential requirements for becoming productive and contributing members of society. A basic assumption underlying requiring mastery of essential competencies for graduation is that instruction can and will be provided to students.

Attainment of the essential competencies is dependent on sequential instruction beginning in the early schooling experience and continuing throughout. Systematic attention to specified performance expectations would help to ensure that students are provided with the necessary instruction.

Until such time that the students have moved through all grades in which performance expectations and the attendant assessment are used, there is a need to have a measure by which students can demonstrate mastery of the essential competencies.

**HAWAII
STATE
TEST OF
ESSENTIAL
COMPETENCIES**

To determine each student's mastery of these competencies, the Hawaii State Test of Essential Competencies was developed. The Educational Testing Service was contracted by the Department of Education to develop test items which would measure the attainment of these competencies. The initial set of multiple-choice test items developed by the Educational Testing Service was reviewed by the Office of Instructional Services to determine the "match" with

the Department's Foundation Program Objectives and the 15 essential competencies. Consideration in this review was given to validity, clarity, reading level, cultural bias, difficulty level, appropriate response choices, and classification.

A pre-pilot trial of two forms of the Hawaii State Test of Essential Competencies was conducted at two high schools involving 540 twelfth graders and an approximately equal number of tenth graders. As a result of the pre-pilot, test items and test administration procedures were revised as appropriate in preparation for the pilot trial which was conducted in one high school in each district. The selection of the seven schools was based on the Stanford Achievement Test Reading scores, socio-economic status, size of school and geographic distribution.

In addition to the pre-pilot and pilot testing of the Hawaii State Test of Essential Competencies, an analysis of the readability level was done by staff of the Office of Instructional Services. According to this analysis, the average reading level of both forms of the Hawaii State Test of Essential Competencies is between seventh and eighth grade.

Originally, the Hawaii State Test of Essential Competencies was envisioned to be the tool by which students would demonstrate their mastery of the required essential competencies. However, because of strong opposition voiced by the Citizens Committee on Basic Skills and a legislative provision in the Appropriations Act preventing the Department from using any test to deny promotion or graduation, the Task Force had to examine other ways of using the test and look for other ways to have students demonstrate mastery.

The Hawaii State Test of Essential Competencies can be considered to be a useful tool for identifying students in need of special help in mastering the essential competencies. To do this, test standards must be established. There are basically two types of standard-setting methods: 1) those that require judgments about the questions in the test and 2) those that require judgments about the mastery status of a sample of students taking the test.

The Task Force determined that the methods requiring judgment about the mastery status of students were preferred over methods requiring judgments about test items. However, because of numerous considerations, it was decided that a less preferred method be applied this year with validation of results by the application of the preferred method next year.

The administration of the Hawaii State Test of Essential Competencies in the 1978-79 school year will enable the Department to apply the preferred method and provide students with a general indication of their level of mastery of the competencies. If students were also provided with scores on each competency, these sub-scores may help to indicate any areas of potential weakness. Students could then be counseled into courses which are designed to provide instruction toward strengthening those areas.

In order to maximize the availability of this kind of instructional assistance, the Department must identify existing courses that could accomplish the task and provide necessary support in staff development, instructional materials and possibly even tutorial services.

In order to give students ample time to achieve all competencies not yet mastered, the Task Force recommends that testing be done for all students in Grade 10. Ninth graders who feel ready may take the test on a voluntary basis with the tenth graders.

Although the Hawaii State Test of Essential Competencies is at present the only tool that the Department has for students to demonstrate their mastery of the essential competencies, other options for demonstrating mastery should be identified and made available to students. Possible alternatives include certification through:

1. The passing of courses in which competencies are incorporated.
2. Completion of specified projects which require demonstration of competencies.
3. Adult judgment of daily performance in class or performance in simulated situations according to guidelines which include specific learner outcomes which indicate mastery.
4. Completion of individually negotiated contracts containing tasks which demonstrate mastery.

RECOMMENDATIONS

The Task Force believes that changes in graduation requirements are in order and recommends that the Department:

1. Increase the mathematics requirement from 1 credit to 2 and electives from 6 credits to 7 for a total increase in credit requirements from 18 to 20 effective with the Class of 1983. (See Appendix H.)

The composite of recommended courses and credit requirements are:

English 4 credits
Social Studies 4 credits
Mathematics 2 credits
Science 1 credit
Physical Education ... 1 credit
Health $\frac{1}{2}$ credit
Guidance $\frac{1}{2}$ credit
Electives 7 credits

2. Require students to demonstrate mastery of the following essential competencies as an additional graduation requirement (See Appendix H.):
 - a. Read and use printed materials from daily life.
 - b. Complete commonly used forms.
 - c. Demonstrate writing skills commonly used in daily life.
 - d. Communicate orally in situations common to everyday life.
 - e. Use computational skills in situations common to everyday life.
 - f. Read and use scales on standard measuring devices.
 - g. Interpret common visual symbols.
 - h. Reach reasoned solutions to commonly encountered problems.
 - i. Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.
 - j. Use resources for independent learning.

- k. Identify harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.
- l. Identify the training, skill and background requirements of at least one occupation in which the student is interested.
- m. Demonstrate knowledge of the basic structure and functions of national, state and local governments.
- n. Demonstrate knowledge of the citizen's opportunities to participate in political processes.
- o. Demonstrate knowledge of important citizen rights and responsibilities.

The Task Force recommends that the Department delay implementation of this recommendation until there are at least three methods by which students can demonstrate mastery of these competencies.

- 3. Ensure that students are provided with instruction to master the essential competencies through:
 - a. Emphasizing instruction toward those performance expectations related to the essential competencies at appropriate grades before and at the high school level.
 - b. Providing related sequential instruction within appropriate programs.
 - c. Helping teachers develop relevant and diverse strategies to accommodate the range of students.
- 4. Administer the Hawaii State Test of Essential Competencies statewide beginning with school year 1978-79 in grade 10 and optionally in grade 9:
 - a. To provide an optional way of demonstrating mastery of the essential competencies.
 - b. To help teachers become aware of student needs in relation to the essential competencies.

- c. To point out to students essential things that need to be learned.
 - d. To make the essential competencies visible to the community.
5. Provide a minimum of two other methods of demonstrating the mastery of the essential competencies by 1979-80. Examples are: adult judgment of actual or simulated performance, completion of specified school projects and certification through passing of courses in which essential competencies are incorporated or a combination thereof.

C. Alternative Ways for Meeting Credit and Course Requirements

Although most of the students will meet all credit and course requirements for graduation through the regular instructional program, it is anticipated that there will be some students who will need special assistance in order to meet these requirements.

CURRENT
SERVICES

A study of current services indicated that alternatives to the high school program are presently available on a limited basis. The current need, therefore, is to improve and expand the available alternatives within the public high schools to help students with special needs.

These students are generally identified as the educationally disadvantaged, the alienated, the limited English speaker, the culturally isolated or the temporarily disabled (students requiring home-hospital instruction). While these students have special needs, many possess average or above average abilities and potentials.

The Task Force felt that for these students and other students with similar characteristics, alternatives or arrangements not normally available must be systematically provided to help students meet graduation requirements.

DEPARTMENTAL
PLAN

It was determined that a departmental plan was needed to guide the development, implementation and evaluation of alternatives.

Analysis of current alternatives used locally and nationally indicated a lack of unified or systematic approaches and procedures for providing and utilizing alternatives. Furthermore, there was no clear delineation of alternatives in relationship with the regular instructional program. The need for a common

definition, criteria for identifying alternatives, and a unified plan was quite evident for designing and developing alternatives.

In developing the plan for helping students meet course and credit requirements for graduation, the Task Force considered the following:

1. The Problem
2. Goal
3. Objective
4. Definition/Criteria and Assumptions
5. Current Alternatives
6. Major Components and Procedures for the Plan

As a result of this deliberation, the Task Force arrived at the Report on Alternatives for Meeting Course and Credit Requirements for Graduation - The Plan (Appendix I). Implementation of a viable plan such as this will:

1. Provide a unified and systematic approach which offers students maximum opportunities to meet graduation requirements.
2. Provide a framework for developing, implementing, and evaluating new alternatives and options.
3. Provide organized procedures to curb the overusage and proliferation of superfluous alternatives and options.

CREDIT
BY
EXAMINATION

Credit by Examination as an alternative to course enrollment is an idea long endorsed by the Department of Education. By adopting new regulations and operational guidelines the idea can become a reality. It is in keeping with the general effort to meet individual needs of students, for it provides an additional avenue for earning credits. It is a formal process of ascertaining student competencies and awarding credit for a course without a student having to enroll in the course. This is in contrast to the usual course credit which is related to time spent in the course.

The proposed revision of regulations was based on the following basic assumptions:

1. Credit by Examination provides students the opportunity to obtain course credit by successfully passing the examination and is basically an indication of progress and learning rather than time spent in a course.
2. Credit by Examination is another way of certifying student competencies in selected courses offered in grades 9-12.
3. Credit by Examination is available to all students enrolled in the public schools in grades 9-12.
4. Credit by Examination is an alternative to course work in the classroom and, in keeping with the concept of equal educational opportunity, is to be administered free of charge.
5. Credit by Examination is not appropriate for some courses such as those with major focus on the development of interpersonal relationships, attitudes, and other affective outcomes.

A survey form (Appendix J.1) on the proposed Credit by Examination policy, regulations and operational guidelines was sent to districts, high schools, and Department of Education state offices during April, 1978 to solicit reactions. The data from this survey suggest that a vast majority of Department of Education respondents including students and professional staff, favor Credit by Examination.

The survey form was also sent to higher educational institutions, community organizations, state agencies, professional organizations and unions (See Appendix J.2). Returns from non-Department of Education respondents were few. Most of the respondents answered as individuals rather than as official representatives of the organization. In general these responses support Credit by Examination. The two areas of major disagreement are: 1) early graduation is inevitable and should be allowed, and 2) that a small fee should be charged to defray some of the expenses incurred by the state.

A summary of the survey results on the proposed policy regulations and operational guidelines is in Appendix J.3.

Trial use of the proposed operational guidelines for Credit by Examination is being recommended for spring of school year 1978-79. This will provide the Department with data to project or refine a long-range budget.

RECOMMENDATIONS

The Task Force believes that in order to maximize opportunities for students to complete course and credit requirements for graduation, it is necessary to provide educational programs and services beyond those generally provided by the regular school program. To this end, the Task Force recommends the following:

1. Improve and increase the use of current alternatives and options to help students meet credit and course requirements for graduation.
2. Develop new alternatives and options as delineated in the Plan (Appendix I) beginning September, 1978.
3. Expand student opportunities for Credit by Exam beginning 1978-79 by:
 - a. revising Regulation 4530 to include basic information which provides clear direction and guidance. (See Appendix H.)
 - b. adopting the proposed set of operational guidelines (Appendix J.4), based on the Regulations, to assist all levels--state, district, and school--to coordinate their efforts and to carry out their respective responsibilities.
 - c. piloting Credit by Examination in a few specified subject areas during Spring of School Year 1978-79 to determine the adequacy and practicability of the operational guidelines as well as to obtain a cost data base.
 - d. providing necessary funds for the further development of appropriate measures for various courses considered appropriate for credit by examination and for the administrative cost of carrying out the program.

D. The Meaning of Graduation

The Task Force recognized a need to establish standards for graduation that would communicate to the public the basis on which the graduation document is awarded.

CURRENT
PRACTICES

The Department of Education's current graduation document is called a certificate. This certificate is issued to students who have completed the course and credit requirements. The same certificate is issued to students who complete the General Education Development Test requirements through Adult Education. Current policy allows for negotiated programs for alienated students or others with unique problems or needs to meet graduation requirements.

These practices have resulted in students being graduated under varying standards, giving rise to questions on the meaning and worth of the graduation document.

ISSUES

It became evident that before recommendations could be made regarding the documents, a number of overriding issues needed to be resolved. These included: What does graduation mean? Who should be graduated?; What are the standards for graduation? Should an Essential Competency Test be required for graduation? Should there be an honors document?

GRADUATION

After months of discussion, the following were agreed to: graduation from the public schools of Hawaii means successful completion of all graduation requirements as determined by the Board of Education. Proposed graduation requirements are: a) completion of credit requirements; b) completion of required courses; and c) demonstration of mastery of essential competencies.

DOCUMENTS

It was also decided that: a) the function of the graduation document is to give meaning, worth, and clarity to graduation; b) those students who meet all graduation requirements will receive a graduation document; and c) one standard graduation document called a High School Diploma shall be issued.

The proposal of an honor code was discussed and rejected. However, Task Force members recommended that individual schools recognize through appropriate means those students who attain a high level of achievement.

At later meetings, there were lengthy discussions of whether to award certificates to recognize partial completion of the graduation requirements. A minority of the Task Force felt that such certificates should constitute graduation.

The final recommendation is to award two diplomas which constitute graduation and one certificate which does not constitute graduation. These recommendations have the following implications:

- a. All students who receive a high school diploma will have met uniform basic standards at least.
- b. Students who do not meet all graduation requirements will not graduate or receive a diploma.
- c. The alternative of graduating through Adult Education is still available.
- d. Recognition through the issuing of a certificate will be given to specified handicapped students upon completion of the individually prescribed program.

COMMENCEMENT

The Department of Education's current regulations refer to Graduating Exercises. Since specific handicapped students who receive a Certificate of Completion of an Individually Prescribed Program will participate in the exercises but will not graduate, the term Graduating Exercises is not appropriate. Therefore, it was also suggested that the wording of the current regulation 4540.1 be revised to read Commencement Exercises rather than Graduating Exercises to clarify that participation in the exercises in and of itself does not constitute graduation. This revision will be consistent with the new requirements and principals may give special consideration to students as circumstances warrant.

RECOMMENDATIONS

The Task Force believes that the Department should recognize students who successfully complete specified requirements by issuing appropriate documents and awarding them in ceremonies which enable the community to share in the accomplishment. The recommended requirements and attendant documents are as follows:

1. A student who meets all graduation requirements listed in section B of this chapter shall be issued a document which shall be called a High School Diploma.
2. A student who meets the requirements of the General Education Development Test through Adult Education shall be issued a High School Equivalency Diploma.

3. Specifically identified handicapped students, who due to their handicap are unable to meet graduation requirements, shall work toward an individually prescribed program which stipulates the specific requirements for the handicapped student to complete the program. Upon successful completion of the individually prescribed requirements these students will be issued a document called a Certificate of Completion of an Individually Prescribed Program. Receipt of this document shall not constitute graduation as specified in section B.
4. Students in any of the above-named categories may participate in Commencement Exercises. This will require the revision of regulation 4540.1 to read Commencement Exercises, rather than Graduating Exercises (Appendix H).

E. Evaluation

The effectiveness of the proposed recommendations of the Task Force, if adopted and implemented, will be determined by factors such as achievement of students, degree of acceptance, and support and adequacy of procedures. A systematic evaluation plan is needed in order that decision-makers may address the following:

1. Do the revised graduation requirements and related improvement activities promote greater student achievement of basic skills, knowledge and attitudes?
2. Should the revised graduation requirements be continued as adopted?
3. Should these revised graduation requirements be modified in any way?

Development of an evaluation plan was initiated as part of the Task Force activities. (See Appendix K.) This plan will require refinement and appropriate revisions of timelines concomitant with adoption and implementation decisions.

RECOMMENDATION

In order to assess the extent to which its recommendations are effective in ensuring greater student attainment of the Foundation Program Objectives and giving greater meaning and worth to graduation, the Task Force recommends that an evaluation of the adopted changes in graduation requirements be conducted.

F. Summary

The Task Force's recommendations attempt to provide direction to the Department's efforts for the next few years. They were arrived at after reviewing work done by the Office of Instructional Services staff and much debate between and among the Task Force members who represented many perspectives. Preparation for arriving at the recommendations also included disseminating information about the issues in order to obtain additional input from various audiences. (See Appendix L.)

Following are the recommendations presented in the preceding discussion of deliberations:

RECOMMENDA- • The Task Force believes that the Department should continue
TION its efforts to assess the delivery of the Foundation Program so that all students are provided with opportunities to attain the Foundation Program Objectives. To this end, the Task Force recommends that the Department:

1. Disseminate the Performance Expectations starting September, 1978 and assist teachers in using them to identify appropriate teaching objectives and set learning expectations for their students.
2. Provide staff development activities correlated with this dissemination to help teachers understand, translate and effectively use the Performance Expectations.
3. Continue efforts to develop the means by which student achievement toward these expectations can be assessed so that timely and appropriate help can be provided for those having difficulty.
4. Seek resources for providing supplementary services to those who may need special help in attaining the objectives, expectations and competencies.

RECOMMENDA- • The Task Force believes that changes in graduation requirements
TION are in order and recommends that the Department:

1. Increase the mathematics requirement from 1 credit to 2 and electives from 6 credits to 7 for a total increase in credit requirements from 18 to 20 effective with the Class of 1983. (See Appendix H.)

The composite of recommended courses and credit requirements are:

English 4 credits
Social Studies 4 credits
Mathematics 2 credits
Science 1 credit
Physical Education ... 1 credit
Health $\frac{1}{2}$ credit
Guidance $\frac{1}{2}$ credit
Electives 7 credits

2. Require students to demonstrate mastery of the following essential competencies as an additional graduation requirement (See Appendix H.):
 - a. Read and use printed materials from daily life.
 - b. Complete commonly used forms.
 - c. Demonstrate writing skills commonly used in daily life.
 - d. Communicate orally in situations common to everyday life.
 - e. Use computational skills in situations common to everyday life.
 - f. Read and use scales on standard measuring devices.
 - g. Interpret common visual symbols.
 - h. Reach reasoned solutions to commonly encountered problems.
 - i. Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.
 - j. Use resources for independent learning.

- k. Identify harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, poor personal hygiene, and poor nutrition.
- l. Identify the training, skill and background requirements of at least one occupation in which the student is interested.
- m. Demonstrate knowledge of the basic structure and functions of national, state and local governments.
- n. Demonstrate knowledge of the citizen's opportunities to participate in political processes.
- o. Demonstrate knowledge of important citizen rights and responsibilities.

The Task Force recommends that the Department delay implementation of this recommendation until there are at least three methods by which students can demonstrate mastery of these competencies.

- 3. Ensure that students are provided with instruction to master the essential competencies through:
 - a. Emphasizing instruction toward those performance expectations related to the essential competencies at appropriate grades before and at the high school level.
 - b. Providing related sequential instruction within appropriate programs.
 - c. Helping teachers develop relevant and diverse strategies to accommodate the range of students.
- 4. Administer the Hawaii State Test of Essential Competencies statewide beginning with school year 1978-79 in grade 10 and optionally in grade 9.
 - a. To provide an optional way of demonstrating mastery of the essential competencies.
 - b. To help teachers become aware of student needs in relation to the essential competencies.

- c. To point out to students essential things that need to be learned.
 - d. To make the essential competencies visible to the community.
5. Provide a minimum of two methods of demonstrating the mastery of the essential competencies by 1979-80. Examples are: adult judgment of actual or simulated performance, completion of specified school projects and certification through passing of courses in which essential competencies are incorporated or a combination thereof.

RECOMMENDATION • The Task Force believes that in order to maximize opportunities for students to complete course and credit requirements for graduation, it is necessary to provide educational programs and services beyond those generally provided by the regular school program. To this end, the Task Force recommends the following:

- 1. Improve and increase the use of current alternatives and options to help students meet credit and course requirements for graduation.
- 2. Develop new alternatives and options as delineated in the Plan (Appendix I) beginning September, 1978.
- 3. Expand student opportunities for Credit by Exam beginning 1978-79 by:
 - a. revising Regulation 4530 to include basic information which provides clear direction and guidance. (See Appendix H.)
 - b. adopting the proposed set of operational guidelines (Appendix J.4), based on the Regulations, to assist all levels-- state, district, and school--to coordinate their efforts and to carry out their respective responsibilities.
 - c. piloting Credit by Examination in a few specified subject areas during Spring of School Year 1978-79 to determine the adequacy and practicability of the operational guidelines as well as to obtain a cost data base.

- d. providing necessary funds for the further development of appropriate measures for various courses considered appropriate for credit by examination and for the administrative cost of carrying out the program.

RECOMMENDATION • The Task Force believes that the Department should recognize students who successfully complete specified requirements by issuing appropriate documents and awarding them in ceremonies which enable the community to share in the accomplishment. The recommended requirements and attendant documents are as follows:

1. A student who meets all graduation requirements listed in section B of this chapter shall be issued a document which shall be called a High School Diploma.
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3. Specifically identified handicapped students, who due to their handicap are unable to meet graduation requirements, shall work toward an individually prescribed program which stipulates the specific requirements for the handicapped student to complete the program. Upon successful completion of the individually prescribed requirements these students will be issued a document called a Certificate of Completion of an Individually Prescribed Program. Receipt of this document shall not constitute graduation as specified in section B.
4. Students in any of the above-named categories may participate in Commencement Exercises. This will require the revision of regulation 4540.1 to read Commencement Exercises, rather than Graduating Exercises (Appendix H).

RECOMMENDATION • In order to assess the extent to which its recommendations are effective in ensuring greater student attainment of the Foundation Program Objectives and giving greater meaning and worth to graduation, the Task Force recommends that an evaluation of the adopted changes in graduation requirements be conducted.

The Task Force strongly believes that implementation of the recommendations, summarized above, will contribute to greater attainment of the goal of the Department of Education.

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Appendix A

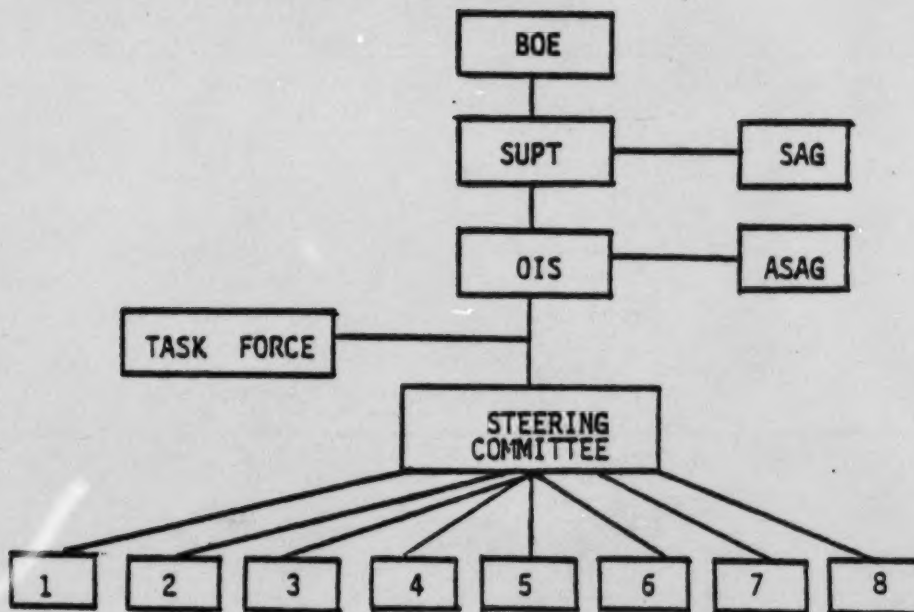
GRADUATION REQUIREMENTS TASK FORCE ROSTER

Mr. Michael Hazama, Chairperson	Deputy District Supt.	Maui District Office
Dr. Herman Aizawa	Principal	Farrington High School
Mr. Richard Arakaki	Staff Specialist	Office of Business Svcs. (OBS)
Mr. Ken Asato	Admin. Liaison Officer	Kona Annex, Hawaii Dist.
Mrs. Dorothy Bremner	Parent	Chairperson, Windward SAC
Mr. Robert Campbell	Associate Prof.	College of Ed, UH
Mr. Merdado Dela Cruz (1977)	Student	Campbell High School
Mrs. Lydia Enoki(1978)	Representative	Hawaii Council of Teachers of English
Mrs. Rinda Fernandes	Teacher	Kaiser High School
Mr. Edward Fernandez	Public Affairs Dept.	Hawaiian Telephone Co.
Mr. Carl Fischer	Program Specialist	Testing, OBS
Miss Kay Fossum	Representative	Hawaii Assn. of Health, PE & Recreation
Mrs. Barbara Fujii	Teacher	Radford High School
Mrs. Janet Fujioka	Parent	Member, Hawaii SAC
Mrs. Grace Fujita	Director	Com. Sup. Serv. Br., OIS
Mr. LaMoyne Garside	Representative	Hawaii Art Educators Assn.
Mrs. Dorothy Gillette	Representative	HI Music Educators Assn.
Ms. Jennie Hamada(1978)	Representative	HI Council of Teachers of Mathematics
Dr. Mildred Higashi	Administrator	Sciences & Humanities, OIS
Mr. Rodney Hustead	Principal	Waimea High-Inter., Kauai
Dr. Larry Inaba	Director	Occup. Dev. & Student Serv., OIS
Mrs. Patsy Izumo	Director	Sch. Lib. & Instr. Media Br., OIS
Mr. Logan Kadomoto	Evaluator	Evaluation Section
Mr. George Kagehiro	Director	Administrative Svcs. OIS
Mr. Miles Kawatachi	Director	Special Needs Br., OIS
Mrs. Margaret Kim (1978)	Counselor	Kahuku High School
Miss Joann Kodama (1977)	Student	Leilehua High School
Mr. Stan Koki	Program Specialist	FPAIS, OIS
Mr. Andrew Kutsunai	Teacher	Lahainaluna High, Maui
Mr. Charles Lennox	Principal	Campbell High School
Mrs. Relda Loomis	Parent	Honolulu District
Sister Janet Marie	Representative	Catholic School Dept.
Miss Lisa Matsukawa(1978)	Student	Aiea High School
Dr. Kellet Min	Administrator	Planning Section
Mrs. Shirley Miyamoto	Curriculum Specialist	Leeward District Office
Mr. Willis Motooka(1977)	Representative	HI Science Teachers Assn.
Mrs. Annette Murayama	Curriculum Specialist	Windward District Office

Mrs. Shiho Nunes (1977)	Representative	Hawaii Council of Teachers of English Waipahu High School Mililani High School Community Colleges Hawaii Assn. of Indepen- dent Schools Hawaii School Counselors Assn.
Mrs. Yaeko Ono	Counselor	Castle & Cooke, Inc.
Mr. Gordon Ozawa	Principal	United Public Workers Union
Dr. Barbara Polk	Representative	Hawaii Science Teachers Association
Mr. Joe Pynchon	Representative	Kaimuki High School Office of Personnel Services Kaimuki Intermediate School
Mr. Darrell Rumsey	Representative	Central District Office Hawaii Assn. of Language Teachers Castle High School
Mr. Sam Schneider	Public Relations	General Education Br. Pearl City High School
Mrs. Janet Stern	Representative	Hawaii Council of Teachers of Mathematics
Mr. Roy Takayama (1978)	Representative	
Mr. Seiso Taniguchi	Counselor	
Mrs. Mary Tanouye	Staff Specialist	
Mr. Robert Tateishi (1977)	Student	
Mr. Ron Toma	Curriculum Specialist	
Mrs. Nancy Rankin	Representative	
Mrs. Dianne Umipeg (1977)	Counselor	
Mrs. Rose Yamada	Director	
Mr. Chris Yamamoto (1978)	Representative	
Mrs. June Yamashita	Representative	

Appendix B

GRADUATION REQUIREMENTS OPERATIONAL CHART*



Work Committees

- 1 Development of Performance Expectations (PEs) - grades 3, 6, 8, 10, 12
- 2 Credit Requirements/Program Improvement
- 3 Development of Essential Competencies for Graduation
- 4 Public Validation of Essential Competencies
- 5 Development of Essential Competency Test
- 6 Development of Plan for Providing Alternatives for Meeting Graduation Requirements
- 7 Meaning and Worth of a High School Diploma
- 8 Development of Evaluation Plan (Process and Product)

*BOE - Board of Education
 SUPT- Superintendent of Education
 SAG - Superintendent's Advisory Group
 OIS - Office of Instructional Services
 ASAG- Assistant Superintendent's Advisory Group

Steering Committee

Mildred Higashi	James LeVine	Grace Fujita
Frank Kanzaki	Richard Port	Lawrence Inaba
Marjorie Lau	Rose Yamada	George Kagehiro
Verna Lee	Andy Nii	Miles Kawatachi
Wah Jim Lee	Ann Port	Emiko Nakamura
Patsy Izumo	Barbara Yamashita	

Facilitating Committee

Carl Fischer	Stanley Koki	Jeanne Paty
Mildred Higashi	Nobu Sato	Yukio Toyama
Ann Port		

Work Committees

<u>Committee</u>	<u>Chairpersons</u>	<u>Task</u>
1	Richard Port (1977) Emiko Nakamura (1978)	Development of Performance Expectations for grades 3-6-8-10-12
2	Barbara Yamashita	Credit Requirements/Program Improvement a. Identify program delivery services b. Identify gaps in program deliveries c. Plan for necessary program delivery d. Recommend graduation requirements changes
3	Wah Jim Lee	Development of essential competencies for graduation
4	Andy Nii	Public validation of essential competencies
5	James LeVine	Development of Essential Competency Test
6	Frank Kanzaki	Development of plan for providing alternatives for meeting graduation requirements a. Develop operational procedures to obtain maximum benefits from available alternatives b. Identify and plan for development of additional alternatives
7	Verna Lee	Meaning and worth of a high school diploma
8	Marjorie Lau	Development of evaluation plan (process and product) for impact of graduation changes on learners

Appendix C Chronology of Activities

	Overall Task Force	Student Learnings Related to Foundation Program Objectives	Graduation Requirements	Alternative Ways for Meeting Credit and Course Requirements	Meaning of Graduation
<u>1977</u>					
March	Formed Task Force Convened Task Force	Reviewed plan of action including definition of tasks, proposed timetable. Recommended more realistic timetable.			
April		Reviewed draft of performance expectations (PE) Reviewed proposed essential competencies (EC)			
May	Elected chairperson		Determined rationale for selecting EC's Recommended 27 EC's to be sent out for public validation	Reviewed report on existing alternatives	Discussed and identified issues, suggested alternative documents for graduation.
June		Reviewed plans for revising PE's			
July					
August	Issued a progress report				
September		Received report on work done toward revising original PE's	Reviewed proposal for collecting input on credit/course requirements		
October			Received results of public validation and determined criteria for final selection of EC's		

November		Reviewed drafts of User's Guide to PE's and plan for obtaining field input of revised PE's	Selected 15 EC's to be recommended as graduation requirements		Established criteria for selecting an alternative to present practice of issuing a single certificate
December			Determined decision matrix to use field input in finalizing recommendations		
1978			Resolved issues and recommended guidelines for administration of H.S.T.E.C.		
January		Discussed process for reviewing/revising PE's	Made additional recommendation on administration of H.S.T.E.C.		Narrowed choices to four possible alternatives
February			Finalized "Guidelines and Procedures for Administration of H.S.T.E.C."	Studied "Report on Alternative for Meeting Graduation Requirement"	Obtained and discussed field input
March				Clarified task as being that of finding alternative ways to help student meet graduation requirements	Reviewed possible policy/regulation changes
April	Agreed on definition of graduation and its requirements		Reviewed and recommended methods for setting standards for passing of H.S.T.E.C.	Reviewed proposals relating to credit by examination	
	Reviewed plan for evaluating new graduation requirements				
May	Reviewed revised plan for evaluating new graduation requirements		Received report on field input and finalized recommendations on course/credit requirements Recommended further work be done to develop alternatives to H.S.T.E.C. for demonstrating mastery of EC's	Accepted report but limited its scope to helping students meet credit/course requirements	Finalized recommendation regarding graduation documents

June

Recommended dissemination
of PE's to all schools in
September 1978 along with
staff development activi-
ties

Reviewed H.S.T.E.C.

Determined standard for
passing

Recommended additional work
be done to identify alterna-
tive means for helping
students master the essen-
tial competencies

Received results of field
input on credit by examina-
tion

**Appendix D Development and Revision
 of Performance Expectations**

- 1. Community Involvement in Reviewing
 Performance Expectations**
- 2. Criteria for Reviewing Hawaii
 Performance Expectations**
- 3. General Procedures for Reviewing
 Performance Expectations**

Appendix D.1
Community Involvement in Reviewing
Performance Expectations
School Advisory Councils

First District - Hawaii

Mr. Lloyd Hara
Mrs. Janet Fujioka
Mr. Ernest Kaohimaunu, Sr.
Miss Evelyn F. Musacchia
Mr. Clarence Souza
Mr. Warren Triano
Mr. Donald Eggerman

Second District - Maui

Mr. Yukio Matsumoto
Mr. Domingo Amano
Mr. Isaac Harbottle, Jr.
Mrs. Dorothy Gonzales
Mrs. Phyllis Goo

Third District - Honolulu

Mrs. Barbara Yuen
Mr. Elroy Chun
Mr. Thomas Mauch

Fourth District - Central Oahu

Mr. Jacob Ng
Mrs. Linda Artiage
Mr. Maurice Ishimoto
Mrs. Nancy Matsumuro

Fifth District - Leeward Oahu

Mrs. Edith L. Clements
Mr. Yasutada Sato
Mrs. Mary Gregory
Mr. Richard Remley
Ms. Geri Roylo

Sixth District - Windward Oahu

Mrs. Dorothy Bremner
Mrs. Rose Lani
Mr. Ichiro Matsunaga
Mr. John Primacio

Seventh District - Kauai

Mr. Masashi Arinaga
Mrs. Dolores Barreira
Mr. Donn Carwell
Mr. Cesar Portugal
Mrs. Eloise Taniguchi

Professional Educators Organizations in Hawaii

Mr. Richard Ballou, President
Hawaii Music Educators Asso.

Ms. Sharon Wago, President
Hawaii Practical Arts and
Vocational Asso.

Dr. Carolyn Lee, President
Hawaii School Counselor's Asso.

Mr. Roy Takayama, President
Hawaii Science Teachers Asso.

Mr. Wallace Chappell, President
Hawaii State Theatre Council

Dr. Mary Austin, State Coordinator
International Reading Asso.

Ms. Elaine Yoshioka, President
Ka Hui Helu Helu

Mr. George Yoshishige, President
Pacific Association for
Communications and Technology

Education Agencies

Mr. Bill Chambers, Program
Coordinator
College Opportunities Program

Mrs. Gwen Perry
Cooperative Extension Service

Mrs. Susan Nakashima
Cultural Studies Classes

Mrs. Davianna Alegado, Acting
Director

Ms. Nora Furuno
Kalihi-Cap/Head Start Pre-
School

Mr. Raymond Oshiro
Kalihi-Palama Education Center

Mr. Serafin Chaves
Language Arts/Math Classes

Dr. Amy Agbayani Cahill
Operation Manong

Dr. Belinda Aquino
Philippine Studies Program

Mr. Harold Yokouchi
Tiro Project

Reverend George Lee, Director
St. Luke's Episcopal Church
Education Center

Dr. Robert Krohm, Department
Chairman
English as a Second Language

Hawaii Bilingual/Bicultural
Education Project

Mrs. Helen Perz
Quick Kokua Project

Mr. Peter Goodbody
The Palama Interchurch Council
Telco & Seep Programs

Mr. Grank Watanabe, Vice Principal
Farrington Community School

Mr. Nobu Yonamine
Susannah Wesley Community Center
Hui Kokua

Mr. Mariano Hernanado
Kalihi-Cap/Community Services
Administration

Health Agencies

Mr. Richard Oshiro
American Cancer Society

Mr. Herb Robisch
Arthritis Foundation

Ms. Kate Cox
Arthritis Center

Mr. Gary Houghtby
American Lung Asso. of Hawaii

Ms. Marion Akamine
Health Education Office/Bilingual
Health Education Project

Dr. Leonard Jacobs
Kalihi-Palama Community Mental
Health Center

Mrs. Nancy Ishimoto
Lanakila Public Health Nursing Office

Dr. Kirsten Vennesland
Tuberculosis Control Branch

Mr. David Yanagisako
Kalihi-Palama Resident
Involvement Unit

Mr. Vincent Lee
Neighborhood Health Center

Dr. Ping Yee
Strong-Carter Dental Clinic

Dr. Manuel Kau, Chief
Dental Health Division/Lanakila
Dental Clinic

Mrs. Gladys Szeklev
Nale Ho'ola Hou

Ms. Loretta Schuler
Care Home Program

Mrs. Judy Fujimoto
Central Public Health Nursing
Office

Dr. Alan Ogllesby, Chief
Children's Health Services
Division

Mrs. Judy Doctor, Director
St. Francis Hospital
Child Development Center

Mr. Jerry Conover
Hawaii Heart Asso.

Mrs. Gloria Kaw
Hawaii Planned Parenthood

Ms. Marge Benning
Health Screening for Senior
Citizens

Ms. Charlotte Dennis
Honolulu Home Care Service

Mrs. Suzette Yamasaki
Honolulu City & County Nutrition
Program

Mr. Richard Knobel
Palama Outreach Office

Counseling Agencies

Mr. Joris Watland
Kokua Kalihi Valley

Mr. Robert Higashino
Palama Settlement

Mr. Robert Omura
Catholic Social Service

Mr. Myron Chevlin
Child and Family Service

Reverend Angel Taglucon
Cosmopolitan Social Service
Agency

Mr. Henry Kiluta
Child Protective Service

Sister Grace Dorothy Lim
Immigrant Services Project

Culture Agency

Mr. Virgil Jhoo
Kalihi-Palama Culture & Arts
Society, Inc.

Youth Development and Recreation Agencies

Mr. Charles Dohme, Executive
Director
Big Brothers of Hawaii, Inc.

Mr. Michael Nakama, Field
Director
Boy Scouts of America, Aloha
Council

Mr. George Bennett, Coordinator
Department of Parks & Recreation
Ethnic Program

Mrs. Marian Melendy, Field
Director
Girl Scout Council of the
Pacific, Inc.

Mrs. Verna Keyes, Director
Hawaii Council of Camp Fire, Inc.

Mr. Phil Chun, Branch Executive
Kalihi YMCA

Mrs. Peggie Schultz, Executive
Director
Kekuaananui Hawaii Big Sister, Inc.

Mr. Thomas Brown, Project
Coordinator
The Palama Interchurch Council
Leaa Immigrant Program

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Mrs. Dorothy Gulbrandsen
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Honolulu, Hawaii 96821

Mrs. Anne Hayes
55 S. Kukui Street
Apt. D-1302
Honolulu, Hawaii 96813

Mrs. Hazel Mamiya
6015 Kalaniana'ole Hwy.
Honolulu, Hawaii 96821

Mr. Richard Yanagi, President
State Student Council
Pearl City High School
Pearl City, Hawaii 96782

Ms. Ethel Miyachi
Hawaii State Federation of Labor
547 Halekauwila Street
Room 216
Honolulu, Hawaii 96813

Mr. William Perry
Children's Mental Health Services
729 Sunset Avenue
Honolulu, Hawaii 96816

Mrs. Rose Pfund, President
Hawaii Congress of Parents and
Teachers

Mr. John Sullivan
St. Francis High School
2707 Pamoia Road
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Mrs. Lois Suzuki
1758 Alewa Drive
Honolulu, Hawaii 96817

Appendix D.2
CRITERIA FOR REVIEWING
PERFORMANCE EXPECTATIONS

TEACHABILITY

1. Is it possible for the schools to teach the knowledge, skills, and attitudes described in the Performance Expectations?
2. Is there curriculum available related to the individual Performance Expectations?
3. Are the Performance Expectations designed to allow all teachers with "normal" academic preparation to use them?
4. Can programs be made available to support remediation now or in the near future?

ACCEPTABILITY

1. Are the Performance Expectations free of statements that suggest that some social, occupational or life roles should be valued more than other acceptable roles?
2. Are the Performance Expectations universally applicable across lines of sex, socioeconomic status, race, rural and urban settings, and religious persuasions?
3. Are the Performance Expectations reasonable, appropriate, and important outcomes of the total educational experience?

GENERALIZABILITY

1. Are the Performance Expectations achievable regardless of students' sex, socioeconomic status, race, rural and urban settings, and religious persuasions?
2. Will all students for whom a particular Performance Expectation is applicable be exposed to sufficient instruction to achieve the knowledge, skill or attitude?
3. Do the Performance Expectations avoid implying endorsement of curriculum approaches which are not common to all schools?
4. Are the Performance Expectations appropriate for those students who transfer within the state, from the mainland or to the mainland?

FEASIBILITY

1. Can adequate educational resources, e.g., time, staff, money, books and materials, be made available to support the implementation of the Performance Expectations now or in the near future?
2. Are the Performance Expectations free of specifications which would require special equipment or facilities which are not available to most students?
3. Are there few enough Performance Expectations within the program area and grade level to be manageable by educators in the state?

CONSISTENCY

1. Do the Performance Expectations directly relate in content and difficulty level to the Performance Expectations in the grade below and above, within a particular foundation objective and program area?
2. Are the high-medium-low levels written in a logical progression; that is, if students perform adequately at the high level will they be likely to perform those skills at the two lower levels?

SPECIFICITY

1. Are the Performance Expectations worded specifically enough so that it is clear what skills are and are not included in the Performance Expectations?
2. Are the Performance Expectations appropriate for the particular grade level and students' abilities?
3. Is there a sufficient number of Performance Expectations by grade, objective and program area to provide adequate information for decision making?
4. Are the Performance Expectations prescriptive so as to specify student inadequacies?
5. Are Performance Expectations written at a level of specificity roughly equivalent to level 3 (e.g. "The student will select textual evidence of the author's attitude toward a subject.")

CLARITY

1. Are the Performance Expectations free from educational jargon or other unusual word uses?
2. Are the Performance Expectations stated clearly and succinctly?
3. Are the Performance Expectations written so they communicate effectively to students, parents, community members, teachers, administrators and other interested individuals?

COMPREHENSIVENESS

1. Is there consistency among Performance Expectations across programs such that vertical and horizontal continuity of competencies can be noted?
2. Do the Performance Expectations for 21 program areas attend appropriately to all eight Foundation Program Objectives?
3. Are the Performance Expectations generally written at a similar level of specificity?
4. Do the Performance Expectations across programs constitute a set of desirable competencies for the total educational development of each student?

Appendix D.3

General Procedures for Reviewing Performance Expectations

The professional staff in all participating schools will receive a copy of the document: User's Guide for Performance Expectations of the Foundation Program Objectives for trial use between February and May, 1978.

Feedback about Performance Expectations. Based on this trial use, a statewide review of performance expectations is sought from the professional staff in selected schools. Forty-seven elementary, 15 intermediate, and 15 high schools were randomly selected by grade and socio-economic status to provide feedback about the trial use of performance expectations. See Attachment I for sample schools.

Purpose of Feedback. A comprehensive review of performance expectations by school personnel is necessary for revision of performance expectations. Feedback is sought about the usefulness of performance expectations toward developing instructional plans and judging the adequacy of existing curriculum.

School Reviews. As much as possible, all professional staff at a school should be considered for participation in the review of performance expectations. In addition to regular classroom teachers and school administrators, special education teachers, counselors and librarians should review performance expectations. It is suggested that school reviews be conducted in the following manner:

1. Elementary

- a. All professional staff meet by grade levels (K-6).
- b. Each grade level group completes one survey form, reviews 14 instructional areas* and records comments by consensus in one User's Guide.
 - 1) The grade level chairperson or another designee can direct the review; and
 - 2) Another teacher from that group can serve as recorder for comments.

*Refer to Table 1 of the User's Guide which lists all the instructional areas by grade levels.

- c. The comments in the User's Guide by grade levels are to be consolidated into one document for each school with the school code indicated on the document.
- d. Submittal to the district office by May 15, 1978 should include:
 - 1) Seven survey forms (one for each grade level).
 - 2) One User's Guide with consolidated comments and school code.

2. Secondary

- a. The principal selects one professional staff member to direct the review of each instructional area.
 - 1) For grades 7 and 8, there are 16 areas*.
 - 2) For grades 9-12, there are 20 areas*.
- b. Each person designated to direct the review is to involve all staff in a department or anyone else qualified to assist in the review of an instructional area:
 - 1) To complete one survey form reflecting the group's reactions.
 - 2) To record comments into a User's Guide.
- c. Comments from all review groups should be consolidated in one copy of the User's Guide for Parts I, II and III. For Part IV, the school has the option to consolidate comments from all review groups in one copy of the guide or submit individual copies for each instructional area.
- d. Submittal from the school to the district office by May 15, 1978 should include:
 - 1) Survey forms for each instructional area.
 - 2) One User's Guide for all instructional areas for Parts I, II and III of the guide.

*Refer to Table 1 of the User's Guide which lists all the instructional areas by grade levels.

- 3) One User's Guide for all instructional areas for Part IV unless the schools prefer to send individual copies for each instructional area.

It is acknowledged that reviews of performance expectations are valuable and will require a long period of time; it is suggested, therefore, that adequate time be set aside for the school staff to complete their reviews to avoid hasty and cursory reviews.

The district offices will route all feedback materials on performance expectations by May 22 to Nora Hubbard, Room 1006, 1270 Queen Emma Street, Honolulu, Hawaii, 96813

Attachment I

Participating Schools for the Trial Use of Performance Expectations

ELEMENTARY

Districts:	Honolulu	Central	Leeward	Windward	Hawaii	Maui	Kauai
1.	Fern	Aiea	Nanaikapono	Waimanalo	Keaau	Kaunakakai	Kaumakani
2.	Royal	Haleiwa	Pearl City	Enchanted Lake	Waiakea	Kahului	Eleele
3.	Lanakila	Pearl Harbor Kai	Ewa Beach	Laie	Waimea	Lihikai	
4.	Jefferson	Waimalu	August Ahrens	Maunawili	Kaumana	Kilohana	
5.	Kalihi-waena	Moanalua	Makakilo	Lanikai	DeSilva	Wailuku	
6.	Puuahale	Wheeler	Mauka Lani		Kalaniana'ole		
7.	Kauluwela	Iliahi	Palisades	Pope			
8.	Liholiho	Makalapa					
9.	Lunalilo						
10.	Nuuanu						
11.	Maemae						
12.	Kahala						
13.	Wailupe Valley						

INTERMEDIATE

1.	Dole	Aliamanu	Ilima	Kahuku	Konawaena	Iao	Kauai
2.	Washington	Aiea	Highlands	Kailua	Pahoa	Lanai	
3.	Niu Valley				Kohala		

HIGH

1.	Kaimuki	Aiea	Waipahu	Kalaheo	Honokaa	Baldwin	Waimea
2.	Kaiser	Waialua	Pearl City		Waiakea	Lahainaluna	
3.	McKinley	Leilehua	Nanakuli				

Appendix E Credits, Courses and Program Improvement

1. Survey on Programs as Related to Graduation Requirements
2. Graduation Requirements Survey
3. Required Credit Recommendations by Subject Matter Areas

GEORGE R. ARIYOSHI
GOVERNOR

Appendix E.1.

CHARLES G. CLARK
SUPERINTENDENT



SAMPLE

STATE OF HAWAII
DEPARTMENT OF EDUCATION

P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

January 23, 1978

Dear Teacher:

Survey on Programs as Related to Graduation Requirements

The Department of Education is reviewing current graduation requirements and programs to insure that our students receive an education that will help them to attain the eight Foundation Program Objectives. In our study, we are soliciting responses from as many sources as possible. As a teacher, your input is very important in arriving at decisions affecting the education of the youth of Hawaii.

The items on the attached survey form were developed cooperatively by representatives of teachers, principals, students, parents and community members. The questionnaires will be administered to sample groups of teachers, principals, students and parents.

Sincerely,

A handwritten signature in dark ink, which appears to read "Charles G. Clark". The signature is written in a cursive style and is positioned above the typed name.

CHARLES G. CLARK
SUPERINTENDENT

PART I: OBJECTIVES

1. Based on your most recent teaching experiences, to what extent have you been able to teach toward the Foundation Program Objectives in your courses. Please circle your responses using the following scale:

0 - Not at all
1 - Some extent
2 - Adequate extent

3 = Great extent
NA = Not applicable

Foundation Program Objectives

- a. Basic skills (listening, speaking, reading, writing, computing)
- b. Positive self-concept
- c. Decision-making, problem solving
- d. Independence in learning
- e. Physical and emotional health
- f. Career development
- g. Responsibility to self and others
- h. Creative potential and aesthetic sensitivity

2. Circle how well you think your students have achieved the Foundation Program Objectives in the courses you taught, using the same scale above.

Foundation Program Objectives

- a. Basic skills (listening, speaking, reading, writing, computing)
- b. Positive self-concept
- c. Decision-making, problem solving
- d. Independence in learning
- e. Physical and emotional health
- f. Career development
- g. Responsibility to self and others
- h. Creative potential and aesthetic sensitivity

[illegible]

PART II: CREDITS AND COURSES

In order to graduate from high school, students currently must complete 18 credits during grades 9-12. Twelve of these credits are earned through the required subject areas, and six credits through elective courses.

English	4 credits
Social Studies	4
Mathematics	1
Science	1
Health	$\frac{1}{2}$
Physical Education	1
Guidance	$\frac{1}{2}$
Required subject area credits	12
Elective credits	6
Total credits	18

1. At present a total of 18 credits is required for graduation. For students to attain the Foundation Program Objectives, do you think the number of credits required for graduation should be increased, decreased or kept the same?

Increase to _____ credits.

Decrease to _____ credits.

Keep 18 credits _____.

2. Should the 12 required subject area credits be increased, decreased to kept the same?

Increase to _____ credits.

Decrease to _____ credits.

Keep 12 credits _____.

3. Should the 6 elective credits be increased, decreased or kept the same?

Increase to _____ credits.

Decrease to _____ credits.

Keep 6 credits _____.

4. Based on your responses to questions 1, 2, and 3 above, please indicate in column B the credit changes you would like to suggest. You may suggest specific courses in column C to be substituted, deleted, and/or added. The reasons for change may be stated in column D.

A SUBJECT AREAS	B Suggested Requirements, Grades 9-12	C Suggested Courses (Substitution, Deletion, and/or Addition)	D Reasons for change
English	1		
Social Studies	1		
Mathematics	1		
Science	1		
Health	1		
Physical Education	1		
Guidance	1		
Art	0		
Music	0		
Foreign Language	0		
Agriculture	0		
Business Education	0		
Home Economics	0		
Industrial Arts	0		
Industrial Technical	0		
Required Subject Area Credits	12		
Elective Credits	0		
Total Credits	12		

These figures should be the same as the number for items 1, 2 and 3 on page 2

PART III: PROGRAM SUGGESTIONS

1. In what other ways can the required portion of the curriculum be improved?

2. In what other ways can the elective portion of the curriculum be improved?

3. In what other ways can the co-curriculum activities portion of your school program be improved?

Appendix E.2

DEPARTMENT OF EDUCATION GRADUATION REQUIREMENTS SURVEY

3/79

The Department of Education is interested in your responses to the items below. Please complete all items to the best of your knowledge.

What is your type of business or industry? _____
(e.g., retailing, light manufacturing, agriculture, tourism, etc.)

I. QUALITIES

How would you rate the following qualities that contribute to one's employability as evidenced in our public school graduates?

	(Please circle a number)				
	Attainment				
	Low				High
A. Ability to follow <u>written</u> instructions. _____	1	2	3	4	5
B. Ability to follow <u>oral</u> instructions. _____	1	2	3	4	5
C. Ability to express oneself in <u>writing</u> . _____	1	2	3	4	5
D. Ability to express oneself <u>orally</u> . _____	1	2	3	4	5
E. Ability to compute accurately. _____	1	2	3	4	5
F. Positive attitudes toward work (e.g., learn duties and responsibilities and improve self on job). _____	1	2	3	4	5
G. Ability to make decisions related to job duties. _____	1	2	3	4	5
H. Ability to solve problems independently. _____	1	2	3	4	5

II. CREDITS/COURSES

Currently 18 credits are necessary for graduation: 12 credits (of the 18) are in required subject areas, and 6 credits are in electives. Based on your reactions to Part I above, indicate in column 3 below the credit adjustments you would like to make, if any, in the subject areas and in the total number of credits required for graduation.

Subject Areas	1	2	No Change (Please Check)
	Existing Requirements Grades 9-12	Suggested Credit Requirements	
English	4		
Social Studies	4		
Mathematics	1		
Science	1		
Health	1/2		
Physical Education	1		
Art	1/2		
Music	1		
Foreign Language	2		
Agriculture	2		
Business Education	2		
Home Economics	2		
Industrial Arts	2		
Industrial Technical	0		
Required Subject Area Credits	12		
Elective Credits	6		
TOTAL CREDITS	18		

*In addition to the 12 credits required for graduation, students must complete six credits from any of the areas listed above.

III. STUDENT AND EMPLOYMENT

How can the high school educational program be improved? _____

Appendix E.3

Required Credit Recommendations by Subject Matter Areas

SUBJECT	Existing Requirements	Respondents				
		Teacher (N=383)	Principal (N=15)	Parent (N=384)	Student (N=464)	Unions & Business Community (N=366)
English	4.0	4.1	3.9	4.1	4.0	4.6
Social Studies	4.0	4.0	3.9	3.9	3.9	3.4
Mathematics	1.0	1.6	1.4	1.7	1.7	2.5
Science	1.0	1.4	1.1	1.4	1.4	1.3
Health	.5	.6	.6	.6	.5	.6
Physical Education	1.0	1.2	1.0	1.1	1.0	.9
Guidance	.5	.6	.6	.6	.5	.6
Art	.0	.1	.1	.1	.0	.1
Music	.0	.1	.1	.1	.0	.1
Foreign Language	.0	.1	.0	.2	.2	.3
Agriculture	.0	.0	.0	.0	.0	.1
Business	.0	.1	.2	.1	.1	.9
Home Economics	.0	.1	.2	.1	.1	.2
Industrial Arts	.0	.1	.1	.0	.1	.1
Industrial Technical	.0	.0	.1	.0	.0	.2

Appendix F

Criteria for Reviewing Hawaii
Essential Competencies

Appendix F

CRITERIA FOR REVIEWING HAWAII ESSENTIAL COMPETENCIES

Teachability

1. Is it possible for the schools to teach the knowledge, attitudes and skills described in the Essential Competencies?
2. Is there curriculum available related to the individual Essential Competencies?
3. Are the Essential Competencies designed to allow all teachers to teach them?
4. Will programs be made available to support remediation now or in the near future?

Acceptability

1. Do the Essential Competencies represent reasonable standards of proficiency to be required of all students who have completed other requirements for graduation (attendance and credits) from the public schools of Hawaii?
2. Are the Essential Competencies free of statements that suggest that some social, occupational or life roles should be valued more than other acceptable roles?
3. Are the Essential Competencies universally applicable across lines of sex, socioeconomic status, race, rural and urban settings, and religious beliefs?
4. Are the Essential Competencies reasonable, appropriate, and important outcomes of the total educational experience?

Importance

1. Are the Essential Competencies generally agreed to be necessary outcomes for successful adult life?
2. Do the Essential Competencies represent levels of student proficiency and accomplishment of sufficient importance to satisfy their use as a basis for the award of the high school certificate?

Generalizability

1. Are the Essential Competencies achievable regardless of students' sex, socioeconomic status, race, rural and urban settings, and religious beliefs?
2. Will all students for whom a particular Essential Competency is applicable be exposed to sufficient instruction to achieve the Essential Competency?
3. Do the Essential Competencies avoid implying endorsement of curriculum approaches which are not common to all schools?
4. Are the Essential Competencies appropriate for those students who transfer within the state, from the mainland or to the mainland?

Feasibility

1. Are the outcomes specified by the Essential Competencies quantifiable through some acceptable operational measures?
2. Can the Essential Competencies be measured within the schools' time constraints and resources?
3. Can adequate educational resources, e.g., time, staff, money, books and materials, be made available to support the implementation of the Essential Competencies now or in the near future?
4. Are the Essential Competencies free of specifications which would require special equipment or facilities which are not available to most students?

Specificity

1. Are the Essential Competencies worded specifically enough so that it is clear what skills are and are not included in the Essential Competencies?
2. Are the Essential Competencies prescriptive so as to specify student inadequacies?

**Appendix G. Public Validation of
Essential Competencies**

- 1. Summary of Survey Returns by Population
Categories**
- 2. Minimum Competencies for High School
Graduation**
- 3. Percent of Responses for Each Minimum
Competency Rated by Consumers,
Professionals and Other Publics**

Appendix G.1

SUMMARY OF SURVEY RETURNS BY POPULATION CATEGORIES

CATEGORIES	No. MAILED	TOTAL SURVEY RETURNED	
		NO.	%
<u>A. Consumer</u>			
1. Parents	1,577	569	38.4
2. Graduates '77	54	25	47.2
3. Seniors '77-'78	85	39	48.8
4. Private Telephone Listing	458	136	33.6
5. Business Telephone Listing	100	34	37.3
TOTAL OF A	2,274	803	38.1
<u>B. Professional</u>			
1. Teachers	524	363	60.9
2. Principals	232	150	64.9
3. Colleges of Ed. Faculty	107	51	49.0
TOTAL OF B	863	564	60.6
<u>C. Other Publics</u>			
1. School Advisory Council	33	17	51.5
2. Legislators	76	33	43.4
TOTAL OF C	109	50	45.9
TOTAL OF A, B, AND C	3,346	1,417	45.0

Appendix G.2

Minimum Competencies for High School Graduation

Directions: Please rate the competencies in one of the three categories defined below:

1. ESSENTIAL - Means that this skill, knowledge or attitude is important and necessary. The student should not be allowed to graduate from high school without this competency.
2. DESIRABLE - Means that this skill, knowledge or attitude is important, but the student should be allowed to graduate even without this competency.
3. UNSURE - Means that you are not sure whether this skill, knowledge or attitude is essential or desirable.

At the end of this survey, space is available for you to comment or add to the list. Should you make any addition, please indicate whether it is essential or desirable.

CHECK ONLY ONE

ESSENTIAL
DESIRABLE
UNSURE

1. Read and use printed materials from daily life. These are newspapers, telephone books, road maps, charts and graphs commonly used in public media, and household product instructions.
2. Distinguish fact from opinion in TV and radio news broadcasts, advertising, newspaper and magazine articles, and public speeches.
3. Cite examples of ways individual learning will be continued beyond high school graduation.
4. Identify symptoms of common illnesses. These common illnesses are colds, measles, chicken pox, mumps, and venereal diseases.
5. Cite contributions that can be made to society by individuals in different occupations.
6. Recognize that family, culture, community, school, and church all contribute toward each individual's beliefs and values.

☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

TAC 77-4194-A

CHECK ONLY ONE

	ESSENTIAL	DESIRABLE	UNSURE
7. Recognize that a given piece of art can affect people differently.	☐	☐	☐
8. Recognize that art forms (visual arts, music, drama, dance, literature) communicate ideas and feelings.	☐	☐	☐
9. Demonstrate knowledge of important citizen rights and responsibilities. This includes the rights guaranteed by the Constitution and knowledge of traffic laws and major criminal offenses.	☐	☐	☐
10. Identify the training, skill and background requirements of at least one occupation in which the student is interested.	☐	☐	☐
11. Identify physical activities which may be valuable throughout life.	☐	☐	☐
12. Use resources for independent learning. These resources are the library, informed persons, and public and private agencies.	☐	☐	☐
13. Select, from sets of possible alternatives, the best solutions to simple commonly encountered adult problems.	☐	☐	☐
14. Recognize that an individual's strengths can be used to compensate for the individual's weaknesses.	☐	☐	☐
15. Interpret common visual symbols. These include traffic signs and road markings, directions to public facilities, and caution and warning labels and signs.	☐	☐	☐
16. Complete commonly used forms. These are personal checks, job applications, charge account applications and other similar forms.	☐	☐	☐
17. Recognize that every person is a unique individual with strengths and weaknesses.	☐	☐	☐
18. Identify the harmful effects of smoking, drinking, drug abuse, overeating, insufficient sleep, and poor personal hygiene.	☐	☐	☐

CHECK ONLY ONE

ESSENTIAL DESIRABLE UNSURE

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| 19. Describe the citizen's opportunities in political processes. These include voting, running for office, contacting elected representatives, and participating in election campaigns. | ☐ | ☐ | ☐ |
| 20. Describe the basic structure and functions of national, state and local governments. | ☐ | ☐ | ☐ |
| 21. Describe basic elements of a nutritionally adequate diet and know the effects of poor nutrition. | ☐ | ☐ | ☐ |
| 22. Demonstrate basic first aid in treating common injuries. These common injuries are cuts, burns, and sprains. | ☐ | ☐ | ☐ |
| 23. Identify places where reliable health information, services and products can be obtained. | ☐ | ☐ | ☐ |
| 24. Read and use scales on standard measuring devices. These are rulers, measuring cups and spoons, thermometers and weight scales. | ☐ | ☐ | ☐ |
| 25. Communicate orally in situations common to everyday life. These are giving simple directions and answering questions about directions or instructions, expressing personal opinions on a topic and responding to questions about the topic, and describing objects. | ☐ | ☐ | ☐ |
| 26. Use computational skills in situations common to everyday life. These are adding, subtracting dollars and cents, and computing discount and simple interest. | ☐ | ☐ | ☐ |
| 27. Demonstrate writing skills commonly used in daily life. These are writing directions, telephone messages, letters of inquiry or complaint, and personal correspondences. | ☐ | ☐ | ☐ |

PLEASE LIST YOUR COMMENTS OR ADDITIONS BELOW AND ON THE BACK OF THIS PAGE.

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Appendix G.3.
Percent of Responses for Each Minimum Competency Rated by
Consumers, Professionals and Other Publics

Minimum Competency	ESSENTIAL			DESIRABLE			UNSURE		
	1	2	3	1	2	3	1	2	3
1	30.9	92.2	90.4	16.6	7.8	9.6	2.5	0	0
2	76.1	39.0	75.0	20.9	10.6	25.0	2.7	.4	0
3	31.2	90.4	90.4	16.9	9.6	9.6	1.9	0	0
4	73.7	35.1	78.8	23.3	14.4	21.2	2.7	.4	0
5	37.5	92.0	36.5	10.6	7.8	13.5	1.9	.2	0
6	72.1	31.2	55.6	25.3	18.3	42.3	2.6	.4	1.9
7	73.5	38.3	65.4	22.3	10.6	54.6	3.5	1.1	0
8	52.3	51.1	40.4	40.3	45.9	59.6	6.0	1.9	0
9	41.1	43.1	32.7	46.4	52.3	63.5	12.0	4.1	3.3
10	44.3	37.4	40.4	45.6	39.2	57.7	3.7	3.4	1.9
11	44.1	46.6	44.2	51.5	52.3	55.3	4.0	1.1	0
12	54.4	34.6	55.3	42.0	44.3	44.2	3.0	1.1	0
13	37.1	22.9	35.0	54.5	57.7	73.1	3.0	11.5	1.9
14	64.1	37.6	50.0	32.6	40.4	48.1	2.9	2.0	1.9
15	40.2	40.1	26.9	54.4	56.7	67.3	5.2	5.0	3.3
16	34.5	37.3	38.5	55.3	57.2	55.3	3.4	5.0	5.3
17	45.3	44.7	42.3	49.6	55.6	55.3	4.6	1.6	3.3
18	46.2	37.1	40.4	47.6	41.3	57.7	6.2	1.1	1.9
19	35.0	28.7	32.7	56.3	55.3	65.5	7.5	6.0	3.3
20	47.5	36.6	42.3	50.0	41.1	55.3	2.4	2.3	1.9
21	25.9	20.8	26.9	63.0	69.3	67.5	10.5	9.4	3.3
22	46.2	49.3	48.1	50.8	47.7	50.0	2.8	3.0	1.9
23	46.2	51.4	46.2	48.2	45.4	51.9	5.6	3.2	1.9
24	78.8	82.1	75.0	19.4	17.4	23.1	1.5	.5	1.9
25	51.4	51.6	42.3	41.6	45.9	50.0	6.6	2.5	3.3
26	24.4	21.6	19.2	64.5	71.6	76.9	10.9	6.7	3.3
27	14.9	10.3	15.4	65.1	74.1	61.5	14.8	15.4	23.1

1 - CONSUMERS

2 - PROFESSIONAL

3 - OTHER PUBLICS

Appendix H

Proposed Revisions to Policies and Regulations*

H.1. Credits	Policy 4530
H.2. Credits	Regulations 4530.1
H.3. Credit by Examination	Regulations 4530.2
H.4. Graduation and Related	Policy 4540
H.5. Graduation and Related	Regulations 4540.1

*Deletions are bracketed and additions are underscored.

CREDITS

POLICY

The Department of Education's philosophy is that credit should basically be an expression of progress and learning rather than merely time spent. All approved courses in grades 9-12 shall have credit designations. Credits may be granted other courses and programs as designated by Department regulations.

Credit by Examination may be awarded in accordance with the regulations established by the Department.

CREDITS

REGULATIONS

1. [All structured courses in grades 9-12 shall have credit designations. The normal practice is to award] One credit is awarded [for] each course meeting formally for approximately 200 minutes per week, and successfully completed by the student during the period of one year. However, satisfactory completion of the content of a course in a period of time either shorter or longer than that normally required may be permitted. [This is in keeping with the philosophy that credit should basically be an expression of progress and learning rather than merely time spent.]
- [2. Where appropriate measures are available, credit by examination shall be permitted.]
- [3] 2. Schools providing for planned programs of independent [learning] study may grant credit for satisfactory performance on administered proficiency examinations or for successful completion of the planned program of study. (Independent study is being defined as a situation in which the student works on his or her own and/or with a small group on a self-directed pursuit with teachers serving as resources. This method may be used for a portion of a course or for the complete course.)
3. The principal shall be responsible for evaluating individual students' claim to credits by determining equivalency to authorized courses and for granting credits as appropriate. This includes evaluation of credits earned from out-of-state schools, community colleges, and university experiences.
- [4. Programmed instruction may be utilized as a mode of learning for which appropriate credit may be granted.]
4. Credit may be granted for successful completion of special experimental programs or courses which have been approved by the District Superintendent.
- [5. Credit claims for instruction received through tutoring and/or correspondence shall be judged against Department policy.]
6. Credit may be granted for successful completion of special experimental programs which have been approved.]

- [7] 5. Schools desiring to utilize one or more [of the] alternative procedures to the formalized course program shall [secure prior approval by submitting a plan of implementation to] submit an implementation plan to the District Superintendent for approval. [His recommendation] Approval shall be [submitted to] granted in consultation with the Office of Instructional Services for [review. Proposals should be] well conceived and carefully planned proposals [in order] that [they] have built-in safeguards for the integrity of the academic program.
- [8] 6. Credit awarded by any public school or licensed private school in Hawaii shall be accepted at full value by all public schools.
- [9. The principal shall assume responsibility for evaluating credits earned from out-of-state schools.
10. Credits may be granted for approved work-study, community college, and university experiences.]

CREDIT BY EXAMINATION

REGULATIONS

1. Credit by Examination, a formal process for ascertaining student competencies and awarding credit for a course without a student having to enroll in the course, shall be permitted where appropriate measures are available.
2. Appropriate measures are paper and pencil tests, oral examinations, skill demonstrations or a combination of these. The examination must be consistent with course/program content and objectives as described in the Authorized Course and Code Numbers (ACCN).
3. Examinations will be offered at the same time once annually throughout the State to students in grades 9-12, as well as the 8th graders in the semester prior to entering 9th grade.
4. Students failing an examination shall be permitted to repeat the examination for the same course in ensuing years.
5. Students passing a course by Credit by Examination shall be granted Credit but no letter grade for the course based upon their examination scores.
6. Students may take as many examinations as the testing schedule will permit.
7. Credit by Examination will be administered free of charge.
8. Procedures for Credit by Examination are:
 - a. The school shall annually notify students and parents in writing that students have the opportunity to take Credit by Examination.
 - b. A list of courses for which Credit by Examination may be taken shall be made available to all students.
 - c. Written parental consent shall be required on student's application form CbE-1.
 - d. Students shall be notified by the school of the time and place for the examinations.

GRADUATION AND RELATED
POLICY

Requirements for Graduation. The Department of Education shall set the requirements for graduation from high school. In order to be eligible for graduation, each student is to complete all specified requirements. These requirements are deemed to be basic for all graduates, but opportunities are planned and provided for student development beyond the basic requirements.

Baccalaureate Exercises. See Rule 34.

[Graduating] Commencement Exercises. [Graduation] Commencement exercises may [not] be [held] scheduled [prior to] any time after the last day of school [, except with the written approval of the District Superintendent.] for seniors. The last day of school for seniors will be set by the Department.

GRADUATION AND RELATED
REGULATIONS

1. Graduation from High School:

- [a. Graduation from high school for students enrolled in the regular program shall require a total of 18 credits, earned in grades 9-12.
- b. Graduation requirements for students enrolled in Special Education may be modified to serve the best interests of the students.]

a. The minimum requirements for high school graduation, grades 9-12, are:

1) Twenty (20) credits comprised of the following courses:

a) Required--13 credits

<u>English</u>	<u>4 credits</u>
<u>Social Studies</u>	<u>4 credits</u>
<u>Mathematics</u>	<u>2 credits</u>
<u>Science</u>	<u>1 credit</u>
<u>Physical Education</u>	<u>1 credit</u>
<u>Health</u>	<u>½ credit</u>
<u>Guidance</u>	<u>½ credit</u>

b) Elective (any course)--7 credits

2) Demonstrated mastery of essential competencies

- a) Competencies are the basic standards of proficiency required of students who have completed the course and credit requirements.

- b) Mastery shall be determined in accordance with established Department procedures.
- [c] b. Negotiated programs for alienated students or other students with unique problems or needs may be structured with the approval of the principal and the district superintendent. Such programs [may include credit for part-time work experience] shall be designed to be equal or comparable to the requirements of the authorized courses.
- [d. The minimum graduation requirements for students in the regular program shall include the following requirements:
- (1) COMMUNICATIONS

English	4 credits
Mathematics	1 credit
 - (2) ENVIRONMENTAL STUDIES

Science	1 credit
Physical Education	1 credit
Health	$\frac{1}{2}$ credit
Guidance	$\frac{1}{2}$ credit
 - (3) HUMANITIES

Social Studies	4 credits
--------------------------	-----------
 - (4) ELECTIVES (any area) 6 credits]
- [e.] c. Schools shall offer a variety of courses in both required and elective areas in order that students [may meet personal goals and satisfy personal interests] can meet the graduation requirements.
- d. Students transferred from out-of-state shall meet the graduation requirements, or shall show evidence of equivalency in meeting the requirements.
- [f. Students shall be advised as to special requirements for college entrance, future vocational training, or vocational placement.
- g. A student who transfers from out-of-state shall not be penalized in meeting Hawaii's requirements for graduation.]

2. [Forwarding Records of Graduates:

- a. Transcripts of student records should be forwarded to other educational institutions, the military, and employers upon request of the student.]

Requirements for Individually Prescribed Program:

The requirements for the individually prescribed program, grades 9-12, shall be individually determined for specific handicapped students at meetings with parent(s), teacher, representative of the Department, and when appropriate for the student. Completion of this program does not constitute graduation.

3. [Retention of Permanent Records of Graduates:

- a. All records of high school graduates are to be kept either by the high school or by the district office.]

Participation in Commencement Exercises:

- a. Seniors who meet the requirements for a diploma or a certificate may participate in commencement exercises. Participation in commencement exercises in itself does not constitute graduation from high school.

Principals may give special consideration to other students should circumstances so warrant.

- b. Students completing requirements for a diploma or a certificate, but who choose not to participate in commencement exercises, shall be granted the certificate or diploma on the first regular school day following commencement exercises.

4. [Withholding Certificates:

- a. A certificate may be withheld by a principal until a high school student has met all of his financial obligations to the school.]

Awarding of High School Diplomas:

The high school diploma shall be issued to students who have met all graduation requirements.

5. [Participation in Graduation Exercises:

- a. All students who have fully met credit requirements will be permitted to participate in graduation exercises. Principals may give special consideration for such participation to other students should circumstances so warrant.
- b. A student who has completed requirements for graduation, but who chooses not to participate in graduation exercises, shall be granted his certificate on the first regular school day following graduation exercises.]

Awarding of Certificates:

A certificate of completion of an individually prescribed program shall be issued to specifically identified handicapped students who complete all the requirements set by the program. This certificate shall not constitute graduation from high school.

6. Withholding Diplomas:

A diploma may be withheld by a principal until a high school student has cleared all required financial obligations to the school.

[6] 7. Notification of Parents When the Student Does Not Meet Graduation Requirements:

Parents are to be notified as early as possible if their child is not going to graduate. Such notification should be in writing and delivery should be by such means as to assure receipt by the parents.

Appendix I

Report on Alternatives for Meeting Course and Credit
Requirements for Graduation

The Plan

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REPORT ON ALTERNATIVES FOR MEETING CREDIT AND COURSE REQUIREMENTS
FOR GRADUATION

THE PLAN

I. STATEMENT OF THE PROBLEM

Although it is anticipated that the great majority of the students will be able to meet all credit, course and essential competency requirements for graduation through the regular instructional program, there will be a limited number of students, for numerous reasons, who will need special assistance in order to meet these requirements. While these students have special needs, many possess average or above average abilities and potentials.

For these students alternatives or arrangements not normally available must be provided. Inasmuch as individual differences exist in abilities, modes of learning and needs, these alternatives must of necessity be diverse and appropriate and result in effective learning experiences. A departmental plan is needed to guide the development, implementation and evaluation of alternatives for meeting credit and course requirements for graduation.

II. GOAL

To provide help for students who are experiencing difficulty in meeting graduation requirements.

III. OBJECTIVE

To develop a plan to provide alternatives for helping students meet credit and course requirements for graduation.

IV. DEFINITION/CRITERIA AND ASSUMPTIONS OF ALTERNATIVES

A. DEFINITION/CRITERIA

Alternatives to help students meet course and credit requirements for graduation are educational arrangements established for students whose needs cannot be met by the regular arrangements available to all students.

Alternatives must meet all of the following criteria:

1. Are not regularly used by all or most students.

2. Accommodate special needs of students which cannot be met by the options available to all students.
3. Encompass valid* means for acquiring one or more of the following:
 - course requirements
 - credits
4. Differing from the regular school setup in one or more of the following:
 - time
 - setting
 - approaches
 - instructional emphasis
 - administrative jurisdiction

B. ASSUMPTIONS

1. The alternatives will support the Foundation Program objectives.
2. The alternatives will meet the established graduation requirements of course and credit for grades 9 through 12.
3. The alternatives will serve all students with special needs for meeting graduation requirements.
4. The alternatives serve the special needs of selected students which are treatable and can be evaluated.
5. The planning, implementing and evaluation of alternatives will involve school, district and state personnel, parents and community.

V. CURRENT ALTERNATIVES

Current alternatives to help students meet credit and course requirements for graduation include seven (7) different types (See appendix for details). All of the seven alternatives and options within these alternatives meet criteria 1 to 3 in Section IV A of this document. They also meet one or more of the characteristics of Criterion 4 of the same section; these differentiating factors are indicated on the table following: "Differentiating Factors of Current Alternatives".

* Embodies the elements of sound developmental and intervention strategies

DIFFERENTIATING FACTORS OF CURRENT ALTERNATIVES

	#1	#2	#3	#4	#5
	Time	Setting	Approaches	Instructional Emphasis	Administrative Jurisdiction
<u>Regular School</u> <u>Mainstream</u>	Regular school day or year/ flexible schedule	School campus, traditional classroom, laboratory, shop, athletic field, gym, etc.	Lecture; demonstration; use of text-books; experimentation; construction; simulation; project; varied groupings; etc.	Varied including: cognitive, affective and psychomotor; practical vs. theoretical; individualized instruction, etc.	Within the authority and jurisdiction of the regular school administration
<u>ALTERNATIVES/OPTIONS</u>					
1. Tutorial Program a. Home Hospital b. Private		X			X
2. Alternative Setting Program		X		X	
3. Negotiated Program a. Individualized Modified Curr. b. Modified Curr. Class		X		X	
4. Work Experience Program a. Coop. Voc-Ed. Program b. Voc-Ed. Work-Study Program c. Comprehensive School Alienation Program	X	X	X		
5. Summer School Program	X				X
6. Adult Education Program	X				X
7. Credit from Other Institutions a. Early Admission to College or University b. Regular or Special Course Credit from Other Institution Including Correspondence School	X	X			X

NOTE: X indicates the differentiating factor(s) from the regular school program.

VI. TASKS FOR USE OF CURRENT ALTERNATIVES AND OPTIONS AND
DEVELOPMENT OF NEW ALTERNATIVES AND OPTIONS

A. TASKS FOR MAKING MAXIMUM USE OF CURRENT ALTERNATIVES
AND OPTIONS

1. School Level

- a. Translate graduation requirements of credits, courses and essential competencies to school program offerings for students with special needs.
- b. Review school structure for assisting in data development.
- c. Review data and suggested strategies; indicate possible actions.
- d. Suggest specific framework for articulation and cooperation between regular and alternative services.
- e. Review school level implementation of guidelines and suggest changes needed.
- f. Promote and recommend strategies for improvement and expansion of services to target students.
- g. Take other actions appropriate for maximum use of current alternatives.
- h. Prepare and submit budget request as needed for use of current alternatives and options.

2. District Level

- a. Review graduation requirements and school capabilities to meet same.
- b. Review the district structure for assisting in data development.
- c. Review data or analysis of data for district implications and suggest some strategies to meet needs.

B. TASKS FOR DEVELOPING NEW ALTERNATIVES AND OPTIONS**1. School Level**

- a. Identify need for new alternatives and/or options.
- b. Further analyze current alternatives and their options to see if needs can be met.
- c. If needs cannot be met through current alternatives and/or options, make request to state via district for new alternatives.
- d. Try out and evaluate new alternatives and/or options.
- e. Prepare and submit budget request for developing and implementing new alternatives and options.

2. District Level

- a. Review and analyze district use of current alternatives and options.
- b. Analyze and identify need for new alternatives.
- c. Request state level to research and develop new alternatives.
- d. Assist and coordinate development of new alternatives.
- e. Assist and coordinate implementation and evaluation of new alternatives and/or options.
- f. Prepare and submit budget request as needed for developing and implementing new alternatives and options.

3. State Level

- a. Review and analyze statewide use of current alternatives and options.
- b. Identify need for new alternatives and options.

- d. Suggest specific strategies to encourage articulation and cooperation at the district and school levels.
- e. Review guidelines for implementation and suggest changes as needed.
- f. Promote and suggest strategies for the improvement and expansion of services to target schools.
- g. Take other actions appropriate for maximum use of current alternatives.
- h. Prepare and submit budget request as needed for use of current alternatives and options.

3. State Level

- a. Review graduation requirements and their implications for student and institutional development.
- b. Suggest strategies for the coordination/development of meaningful data (including evaluation) on special student needs and on the alternatives/options which attempt to meet those needs.
- c. Review the data or the analysis of the data and comment on statewide implications.
- d. Devise strategies for systematic articulation between regular education and alternatives/option staffs.
- e. Promote refinement of guidelines, particularly on student selection, student services and staff development. (Object: to promote efficiency of services.)
- f. Promote improvement and expansion of services to target students.
- g. Take other actions appropriate for maximum use of current alternatives.
- h. Prepare and submit budget request as needed for use of current alternatives and options.

- c. Research and develop new alternatives based on needs assessment.
- d. Test and validate new alternatives and options.
- e. Develop guidelines for implementation and evaluation of alternatives and/or options.
- f. Implement and evaluate effectiveness of new alternatives and options.
- g. Prepare and submit budget request as needed for developing and implementing new alternatives and options.

VII. ORGANIZATION/PROCEDURES FOR CARRYING OUT TASKS

The formation of standing committees in the Foundation Program Assessment and Improvement System (FPAIS) at the state, district and school level is recommended to carry out the tasks for use of current alternatives and options, and for the development of new alternatives as needed. The suggested compositions are as follows:

Committee Level	Suggested Composition
STATE (Advising the Assistant and Superintendent of the Office of Instructional Services)	3 Reg. Ed. Specialists 3 Sp. Needs Specialists 1 Curr. Dev. Specialist (from CSS Branch) 3 District Specialists 3 School Admin. 1 Rep./OS 1 Rep./OBS 1 Rep./OPS 2 Community Reps. or Existing Committee
DISTRICT (Advising the District Superintendent)	2 Sec. Principals 2 Elem. Principals 2 Dist. Specialists (1 responsible for reg. programs, 1 for special needs programs) 2 Sec. Teachers 2 Elem. Teachers 2 Comm. Representatives or Existing Committee

Committee Level	Suggested Composition
HIGH SCHOOL (Advising the Principal)	6-8 Teachers (two per grade level) 2 Administrators 1-4 Counselors (1 per grade level or as available) 2 Community Reps. or Existing Committee

VIII. EVALUATION OF PLAN

The plan should be evaluated in answer to the following questions:

A. Formative Evaluation

1. To what extent are current alternatives and options helping students meet credit and course requirements for graduation?
2. If current alternatives are not meeting the needs of students, how successful are the State, District and School level standing committees in generating and implementing additional alternatives?

B. Summative Evaluation

1. Is there a decrease in the percent of students needing special help in meeting graduation requirements?
2. Is there a decrease in the percent of students not able to meet the requirements for graduation?

APPENDIX

ALTERNATIVES FOR MEETING COURSE & CREDIT
REQUIREMENTS FOR GRADUATION

1. Tutorial Program
2. Alternative Setting Program
3. Negotiated Program
4. Work Experience Program
5. Summer School Program
6. Adult Education Program
7. Credits from Other Institutions

ALTERNATIVE 1. TUTORIAL PROGRAM

1. **Description:** This program offers an alternative method of delivering the educational program, using tutors, generally on an hourly basis, to provide one-to-one or small group instruction to students with special educational problems.

The following are currently existing options in the tutorial program:

- a. Home-Hospital Instruction Services which enable the continuation of a health impaired student's educational program in a home or hospital setting while he/she is unable to attend school. The impairment and the approximate length of a student's disability (not less than 2 weeks) must be determined by a physician. Instructions include regular high school academic subjects only, i.e., language arts, math, science, etc. (See DOE Home-Hospital Instruction Guide TAC 73-6194, also Regulation 2150.2.2.5).
- b. Private Tutorial Instruction which, if approved by the Superintendent, enables students in special cases to receive instruction in a setting other than the public school. Cost of private tutorial services for credit must be borne by the individual. (See Regulation 4530.5).
- c. Special Tutorial Services which enable schools to provide services to student who require special individual tutorial assistance generally in the school setting. Existing options include but are not limited to:
 - 1) Assistance to non-native speakers of English (See Compensatory Education Conspectus)
 - a) TESOL (Teaching English to Speakers of Other Languages)
 - b) Indochinese Refugee
 - c) Elementary and Secondary Education Act, 1965, Title VII (Bilingual)
 - d) Emergency School Aid Act, 1972, Title VII (Bilingual)

ALTERNATIVE 1. TUTORIAL PROGRAM (Page 2)

2) Assistance to educationally disadvantaged students (See Compensatory Education Conspectus)

a) Elementary and Secondary Education Act, 1965, Title I

b) Emergency School Aid Act, 1972, Title VII

3) Assistance to alienated students (See Comprehensive Alienation Program)

Comprehensive School Alienation Program, Act 125, SIII 1961

2. Procedures/Responsibilities for Student Participation in this Alternative

Initiation	Facilitation	Approval
<u>Home-Hospital Instruction</u> <u>PARENT OR GUARDIAN, TEACHER/ COUNSELOR, OFFICIALS OF OTHER PUBLIC & PRIVATE AGENCIES</u> Sends application for Home-Hospital instruction to the student's school accompanied by a medical information form or letter signed by a physician recommending Home-Hospital instruction	<u>PRINCIPAL'S DESIGNEE</u> Reviews application Recommends approval/disapproval If approved, selects a teacher from the school or from the substitute list to carry out the home-hospital instructions If none available, fills out Form II-1 requesting District staff specialist assistance	<u>PRINCIPAL</u> Reviews recommendation Processes application to district Provides appropriate follow up instructions to designee <u>DISTRICT OFFICE</u> Reviews application

ALTERNATIVE 1. TUTORIAL PROGRAM (Page 3)

Initiation	Facilitation	Approval
<u>Private Tutorial Instruction</u> <u>PARENT OR GUARDIAN/STUDENT</u> Applies for credit at student's school. (Form AGR 100 may be used. (See Appendix 1A)	If disapproved, responds and advises originator of other possible alternatives Follows up <u>PRINCIPAL'S DESIGNEE</u> Reviews request Recommends approval/disapproval Provides followup and record-keeping services	Approves/disapproves Returns application to school for implementation or cancellation Should school be unable to select appropriate tutor, processes application and selects tutor <u>PRINCIPAL</u> Reviews recommendation Recommends approval/disapproval Submits to district Provides appropriate followup instructions to designee <u>DISTRICT OFFICE</u> Reviews recommendation Recommends approval/disapproval

ALTERNATIVE 1. TUTORIAL PROGRAM (Page 4)

Initiation	Facilitation	Approval
<u>Special Tutorial Services</u> <u>COUNSELOR/TEACHER</u> Submits names of eligible student participants based on appropriate program criteria	<u>PRINCIPAL'S DESIGNEE</u> Reviews recommendation Submits recommendation to principal Provide followup services	Returns form to school after noting Superintendent's decision Submits to Superintendent <u>SUPERINTENDENT</u> Reviews recommendation Approves/disapproves Returns form to district <u>PRINCIPAL</u> Reviews recommendation Approves/disapproves Provides appropriate followup instructions to designee

ALTERNATIVE 1. TUTORIAL PROGRAM (Page 5)

3. Form

Hospital-Home Instruction (See DOE Home-Hospital Instruction Guide, TAC 73-6194,
Private Tutorial Instruction (See Appendix 1A)

4. Authority

- a. Hospital-Home Instructions, Regulation 2150.2.2.5, "Special Classes and Services for Handicapped"
- b. Private Tutorial Instruction, Regulation 4530.5 "credits"
- c. Special Tutorial Services, Authorization by Governor, State of Hawaii, for expending of federal and other special funds

5. Reference

- a. Home-Hospital Instruction Guide, TAC 73-6194
- b. Guide for Special Language and Support Service (Draft available in the Office of Instructional Services)
- c. FY 1978 Titled Projects (Various. Detailed documents available in the Office of Instructional Services.)

APPLICATION FOR ALTERNATIVE FOR
MEETING GRADUATION REQUIREMENTS

APPENDIX 3A

(Note: Check one only)

A PROGRAM ALTERNATIVES

1. ☐ Tutorial Program
2. ☐ Alternative Setting Programs
3. ☐ Negotiated Program
4. ☐ Work Study Program
5. ☐ Summer School Program
6. ☐ Adult Education Program
7. ☐ Credit for Other Institution Program

Name of Student _____
(Last) (First) (M.I.)

District _____

Address _____
(Street No.) (Street)

School _____

(City) (State) (Zip code)

Grade _____

Phone _____ Sec. No. _____

Birthdate _____

Reason for requesting above alternative: (Check one only)

☐ Basic Skills/Knowledge Needs
(Minimum competency acquisition)

☐ Credit Needs

☐ Enrichment/Advancement

Comments: _____

Student Signature and Date: _____
(Date)

Parent/Guardian Signature and Date: _____
(Date)

(DO NOT WRITE BELOW DOTTED LINE)

Recommendation and Comments: _____

Signature of Counselor/Teacher/Designee: _____
(Signature) (Date)

☐ Approval

☐ Disapproval

Signature of Principal/Designee (Date)

Signature of District Superintendent (Date)

Signature of Superintendent or Other (Date)

Grade Earned: _____ Signature of Authorized Person: _____

Credit Earned: _____ Title: _____

(Note: See attachment for instructions and requirements)

Alternative 2. Alternative Setting Program

1. **Description:** This alternative provides comprehensive education services to the severely alienated students in settings outside of the regular school. Regular and special courses and support services, such as counseling and tutorial services, are provided to meet the needs of the target students.

Built-in safeguards for the integrity of the academic program are obligatory. However, special attention is focused on flexibility, relevance and application in curriculum content, learning styles and instructional strategies.

Extension of this alternative to serve other target individuals experiencing severe and multiple adjustment/learning problems requires exploration. Potential targets are the handicapped, the non-native speaker of English, or the severely educationally disadvantaged.

2. Procedures/Responsibilities for Student Participation in this Alternative

INITIATION	FACILITATION	APPROVAL
<u>COUNSELOR/TEACHER</u> Recommends students participation in program (School/District form or Form AGR 100	<u>PRINCIPAL'S DESIGNEE</u> Reviews recommendation Coordinates with teachers involved Confers with parents and secures concurrence Submits recommendation to principal for approval or further processing Provides followup services	<u>PRINCIPAL</u> Reviews recommendation Recommends approval/disapproval Submits recommendation to District Superintendent Provides followup services as necessary Follow through as necessary.

Alternative 2. Alternative Setting Program (Page 2)

INITIATION	FACILITATION	APPROVAL
		<u>DISTRICT SUPERINTENDENT</u> Reviews recommendation Approves/Disapproves recommendation Returns approved/disapproved recommendation to principal

3. Form

Form AGR 100 (See Appendix 2A)

4. Authority

Regulation 2430.1 (Pilot and Innovative Projects)
Regulation 4530.6 and .7

5. Reference

DOE Alternative Setting Projects (Off-Campus Alternative Programs - DRAFT)

**APPLICATION FOR ALTERNATIVE FOR
MEETING GRADUATION REQUIREMENTS**

APPENDIX 3A

(Note: Check one only)

A PROGRAM ALTERNATIVES

1. ☐ Tutorial Program
2. ☐ Alternative Setting Programs
3. ☐ Negotiated Program
4. ☐ Work Study Program
5. ☐ Summer School Program
6. ☐ Adult Education Program
7. ☐ Credit for Other Institution Program

Name of Student _____
(Last) (First) (M.I.)

District _____

Address _____
(Street No.) (Street)

School _____

(City) (State) (Zip code)

Grade _____

Phone _____ Soc. Sec. No. _____

Birthdate _____

Reason for requesting above alternative: (Check one only)

☐ Basic Skills/Knowledge Needs
(Minimum competency acquisition)

☐ Credit Needs

☐ Enrichment/Advancement

Comments: _____

Student Signature and Date: _____
(Date)

Parent/Guardian Signature and Date: _____
(Date)

(DO NOT WRITE BELOW DOTTED LINE)

Recommendation and Comments: _____

Signature of Counselor/Teacher/Designee _____
(Signature) (Date)

☐ Approval

☐ Disapproval

Signature of Principal/Designee (Date)

Signature of District Superintendent (Date)

Signature of Superintendent or Other (Date)

Grade Earned: _____ Signature of Authorized Person: _____

Credit Earned: _____ Title: _____

(Note: See attachment for instructions and requirements)

ALTERNATIVE 3. NEGOTIATED PROGRAMS

1. **Description:** This alternative, offered within the school setting, is designed to meet the needs of students who exhibit marked problems of adjustment with conventional curricula.

Negotiable are modifications in strategy, scheduling and event content, if built-in safeguards for the integrity of the academic program is incorporated.

Common options existing under this alternative include:

- a. Individualized Modified Curriculum which permits curriculum modification for individuals who are in need of special educational assistance generally in single subject areas.
- b. Modified Curriculum Class which provides for curriculum modification and other alternatives to assist alienated students in multiple subject areas, usually staffed by a teacher and an aide and supported by part-time outreach counselor services.
- c. School-Within-a-School which provides multiple alternatives in multiple subject areas for students who are in need of special educational assistance involving a special team of teachers and support personnel.

ALTERNATIVE 3. NEGOTIATED PROGRAMS (Page 2)

2. Procedures/Responsibilities for Student Participation in this Alternative:

Initiation	Facilitation	Approval
<u>PARENT/TEACHER/COUNSELOR</u> Submits request (Form AGR 100)	<u>PRINCIPAL'S DESIGNEE</u> Reviews request Coordinates with teacher(s) involved if advised Submits request and recommendation to principal Completes arrangements/follow-up activities with appropriate persons	<u>PRINCIPAL</u> Reviews request Approves/disapproves request Provides follow-up instruction to designee

3. Form

- a. Form AGR 100 (See Appendix 3A)
- b. Preliminary Request (See Appendix 3B)
- c. Exceptions to Authorized Courses (Appendix 3C)
- d. Evaluation Report (Appendix 3D)

4. Authority

Regulation 4540.1 (Graduation and Related Regulations)

ALTERNATIVE 3. NEGOTIATED PROGRAMS (Page 3)

5. References

- a. Policies and Regulations**
Instruction Series 2000, Student Series 4000
- b. Authorized Courses and Code Numbers (1977-1978)**
- c. Guidelines for Comprehensive School Alienation Program, 1973 (Office of Instructional Services)**

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**APPLICATION FOR ALTERNATIVE FOR
MEETING GRADUATION REQUIREMENTS**

APPENDIX 3A

(Note: Check one only)

A PROGRAM ALTERNATIVES

1. ☐ Tutorial Program
2. ☐ Alternative Setting Programs
3. ☐ Negotiated Program
4. ☐ Work Study Program
5. ☐ Summer School Program
6. ☐ Adult Education Program
7. ☐ Credit for Other Institution Program

Name of Student _____
(Last) (First) (M.I.)

District _____

Address _____
(Street No.) (Street)

(City) (State) (Zip code)

School _____

Grade _____

Phone _____ Soc. Sec. No. _____

Birthdate _____

Reason for requesting above alternative: (Check one only)

☐ Basic Skills/Knowledge Needs
(Minimum competency acquisition)

☐ Credit Needs

☐ Enrichment/Advancement

Comments: _____

Student Signature and Date: _____
(Date)

Parent/Guardian Signature and Date: _____
(Date)

(DO NOT WRITE BELOW DOTTED LINE)

Recommendation and Comments: _____

Signature of Counselor/Teacher/Designee: _____
(Signature) (Date)

☐ Approval

☐ Disapproval

Signature of Principal/Designee (Date)

Signature of District Superintendent (Date)

Signature of Superintendent or Other (Date)

Grade Earned: _____ Signature of Authorized Person: _____

Credit Earned: _____ Title: _____

(Note: See attachment for instructions and requirements)

INSTRUCTIONS AND REQUIREMENTS FOR FORM GR 100

ALTERNATIVES	SIGNATURE REQUIREMENTS							ATTACHMENTS REQUIRED	
	Student	Parent/ Guardian	Counselor/ Teacher	Principal/ Designee	District Superintendent	School Superintendent	Program Plan	Physician's Certificate	Other Considerations
PROGRAM ALTERNATIVES									
1. Tutorial Program	X	X	X	X	X	X(C)	X(C)	X	
2. Alternative Setting	X	X	X	X					
3. Negotiated Program	X	X	X	X					
a. Modified Curriculum Classes	X	X	X	X	X	X			
b. School within a School	X	X	X	X	X	X			
4. Work Study Program	X	X	X	X					
5. Summer School Program	X	X	X	X					
6. Adult Education Program	X	X	X						
7. Credit from Other Institutions Program	X	X	X	X					

PRELIMINARY REQUEST: COURSE EXCEPTION
TO AUTHORIZED COURSES AND CODE NUMBERS

Date _____

Principal _____

School _____

Contact Person
at School _____

Subject Area
or Topic _____

I hereby request permission to pursue development of a course exception to
Authorized Courses and Code Numbers.

Why Anticipated Course is Needed:

Conditions Requiring a Special Course Not Met by Available Courses:

Anticipated Target Group:

Brief Description of Anticipated Course:

Date State Program Specialist and District Curriculum Specialist can Meet
with Contact Person: _____

Results of Meeting:

This form is for the purpose of having State and District personnel work closely with schools on requested courses. Guidance and consultation with these people will provide for greater chance of approval for course exception requests and also provide local school project committees with assistance to assure adherence to overall State and District directions.

(Distribution: Original to Principal; one copy to District Superintendent; one copy to Office of Instructional Services.)

EXCEPTIONS TO THE AUTHORIZED COURSES

Date _____

Principal _____ School _____

I hereby request permission for the school year 19__ to 19__ for the following exception to the Authorized Courses and Code Numbers document.

Course Requested: (Please attach syllabus)

Objectives:

Description:

Materials and Activities:

Preliminary Request Completed: _____
(Date)

People Involved:

School:

Community:

District:

State:

Evaluation Plans:

Approved _____ For State Consideration _____ Disapproved _____ Date _____

District Superintendent

OFFICE OF INSTRUCTIONAL SERVICES
Consideration/Recommendation:

Course Title & Code No.: _____
Office of Instructional Services

(This form is to be used for all requests and must be renewed each year until accepted as an authorized course. It is to be submitted to the District Superintendent in quadruplicate. If approved, or State consideration is sought, all copies are to be forwarded to the Office of Instructional Services. If disapproved, the original should be kept by the District Superintendent, one copy returned to the school and two copies sent to the Office of Instructional Services.)

EVALUATION REPORT

Exception to Authorized Course

Date _____

School _____ This form completed by _____

Report reviewed by _____; _____
Principal District Superintendent

Course Title _____ Code Number _____ Dates Offered _____

Sem. Course _____ Year Course _____

No. of Teacher(s) Teaching this course. . . _____

No. of Classes Offered _____

Total Enrollment in Courses. _____

Extent to which original objectives were attained:

Adequacy and effectiveness of materials:

Problems encountered:

Additional comments (use additional sheet if necessary):

Evaluation conducted by _____

Course to be repeated next year Yes _____ No _____

ALTERNATIVE 4. WORK EXPERIENCE

1. **Description:** This alternative is an in-school or out-school alternative which provides students opportunities to apply acquired skills to conduct firsthand exploration of community services.

The arranged work experiences may be with or without credit, with or without pay, or both.

Examples of existing work experience program options are:

- a. Cooperative Vocational Educational Program which is a cooperative option between the school and private and public agencies for vocational education students who earn both credit and pay.
- b. Vocational-Technical Work-Study Program which provides part-time employment to students who are in need of earnings to continue their vocational education program.
- c. Comprehensive School Alienation Program (CSAP) which provides in-school or out-school work experience stations for economically disadvantaged and alienated students who earn pay or credit or both.

2. **Procedures/Responsibilities for Student Participation in this Alternative:**

Initiation	Facilitation	Approval
<u>STUDENTS/PARENTS/TEACHERS/COUNSELORS</u> Submits application	<u>PRINCIPAL'S DESIGNEE</u> Reviews application & considers students' needs and/or credits Records credit, if any Facilitates & coordinates implementation of work-study component Submits application to principal with recommendations Ensure appropriate followup services	<u>PRINCIPAL</u> Reviews application Approves/disapproves Provides appropriate instructions for followup to designee

ALTERNATIVE 4. WORK EXPERIENCE (page 2)

3. Form

- a. Cooperative Vocational Education Program and Vocational-Technical Work Study Program**
(See Appendix 4A: Application for Work-Study under the Vocational Education Act)
- b. Comprehensive School Alienation Program (See Appendix 4B: Enrollee Application Statewide Dropout Program)**

4. Authority

- a. Regulations 4530.10 and 4540.1**
- b. ACCN: Work Study Programs**

5. References

- a. Cooperative Vocational Education Guide (1976)**
- b. Authorized Courses and Code Numbers (1977-78)**
- c. Resource Allocation - Budget Execution (1977-1978), p. 231**
- d. Guidelines for Comprehensive School Alienation Program (1973)**
- e. Policies and Regulations**
Instruction Series 2000, Student Series 4000

APPLICATION FOR WORK STUDY UNDER THE VOCATIONAL EDUCATION ACT

Name of Student _____ Birthdate _____
LAST, First, Middle Initial

Address _____ Age _____
(must be 15 yrs. old)

School _____ Soc.Sec. No. _____

Vocational-Technical Courses: (List courses in which you are enrolled
or will be enrolled in next semester)

(1) _____

(2) _____

(3) _____

Teacher of vocational-technical course _____

Type of work desired _____
(Clerical, Custodial, Repair and Maintenance, Child
Care, Teacher Assistant, Food Service, Horticulture)

Number of Hours per week desired _____
(Maximum 10 hours per week during school
year)

APPROVED BY _____
Signature Title

Signature of Adult Supervisor Title

COMMENTS:

ENROLLEE APPLICATION
Statewide Dropout Program

SCHOOL _____

SOC. SEC. NO. _____

In order to qualify for enrollment in the Work Study program, each applicant must fill out information needed and must have a parent or guardian approval.

Name of Applicant _____ Sex _____ Present Grade _____ Date _____
Last, First, Middle

Home Address _____ Birthday _____ Phone _____

Name of Parent/Guardian _____

Usual Occupation of Father _____

Usual Occupation of Mother _____

In Case of Emergency, Notify _____

Relationship _____ Phone _____

Total Number in Family Living at Home _____ Highest Grade Completed _____

Have you ever left school before graduating? Yes _____ No _____

If yes, how many times? One _____ Four _____

Two _____ Five _____

Three _____

What is your lifetime occupational goal? _____

I hereby give permission to my
son/daughter to enroll in the
Statewide Dropout Work Study
Program.

Signature of Parent/Guardian_____
Date_____
Signature of Counselor

COMMENTS: _____

ALTERNATIVE 5. SUMMER SCHOOL PROGRAMS

1. **Description:** This alternative provides school courses in the summer, with or without credit, ranging from remediation to acceleration courses.

The following are existing options in summer school programs:

- a. Remedial - Courses to gain the skills required for success at the next level. Credit shall be granted to high school students upon completion of courses.
- b. Enrichment - Courses to meet their special interest and needs. Priority is given to academic offerings.
- c. Review - Courses to review subject areas. No additional credit is granted for previously received passing of repeat courses; however, the summer school grade is recorded as part of student's permanent record.
- d. Preparatory - Courses to satisfy prerequisites or acquire background in subject areas.
- e. Acceleration - Courses to meet curriculum requirements which may be applied toward graduation requirements.

2. Procedures/Responsibilities for Student Participation in this Alternative

Initiation	Facilitation	Approval
<u>STUDENT/PARENT</u> Submits completed registration form to specific summer school After completion of course, submit verification of completion to home school principal	<u>SUMMER SCHOOL DIRECTOR'S DESIGNEE</u> Verifies course and credit in different options Verifies and records grade and credits	<u>SUMMER SCHOOL DIRECTOR</u> Determines whether summer school classes will be conducted and determines enrollment size and other requisites as required for special funded summer classes

ALTERNATIVE 5. SUMMER SCHOOL PROGRAMS (Page 2)

Initiation	Facilitation	Approval
Students pay tuition costs in regular summer school program Students pay tuition costs or, if eligible, receive tuition waiver for special education summer school program	Notifies schools of successful completion and credit as required	<u>DISTRICT CURRICULUM SPECIALIST FOR SPECIAL EDUCATION</u> Is responsible for district funding requests for Special Education only. (State appropriated funds are made available to defray part of the cost of operations.)

3. Form

- a. Various (See Appendix 5A: Sample Regular Summer School Application Form)
- b. Special Education (See Appendix 5B, 5C, 5D for Special Education Summer Application Forms)

4. Authority

- a. Sections 1 and 3, Article IX, State Constitution
- b. Hawaii Revised Statutes 298-2; 3.5; 9
- c. Hawaii Revised Statutes, Chapter 91
- d. DOE, Rule 51 (Relating to Summer School Tuition)
- e. DOE Policy 2410 (Summer School Programs)
- f. DOE Regulations 2410.1 (Regular and Special Education Summer School Programs)

ALTERNATIVE 5. SUMMER SCHOOL PROGRAMS (Page 3)

5. Reference

A Study of Summer School Programs of the Department of Education, State of Hawaii. Management Audit Branch, Office of the Superintendent, February, 1977.

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SUMMER SCHOOL APPLICATION, 1977

NAME: _____
 (LAST) (FIRST) (MIDDLE INITIAL)

HOME ADDRESS: _____

HOME PHONE: _____ BUSINESS PHONE: _____

SCHOOL ATTENDING AT PRESENT: _____ PRESENT GRADE: _____

SCHOOL ATTENDING IN SEPTEMBER, 1977: _____
(For forwarding of grades)

I APPROVE MY CHILD'S REGISTRATION FOR THE FOLLOWING COURSE: All
courses are eligible for regular high school credit:

 1st Choice: _____
TUITION: \$48.00 (1 credit) 2nd Choice: _____

Payment must be made in full with application.

I understand that the regular school rules pertaining to attend-
ance and conduct must be observed during the summer school. Any
student forced to withdraw for drug abuse, smoking, fighting,
truancy, or misconduct will forfeit his complete tuition. He will
receive no credit for the portion of the session already attended.

SIGNATURE OF PARENT: _____

FOR SCHOOL OFFICE USE ONLY:

Date application received: _____ RECEIPT NO. _____

\$ _____



STATE OF HAWAII
Department of
Education

APPLICATION FORM FOR
SPECIAL EDUCATION SUMMER PROGRAM and
SPECIAL EDUCATION SUMMER PROGRAM TUITION WAIVER

School _____ Date _____

To: Parent or Guardian:

Special education summer school classes will again be held at designated schools this summer. The half-day summer program will begin on June 16, 1977 and end on July 28, 1977.

There will be a single tuition rate of \$48 for all summer school students. Funds provided for summer programs will assist in subsidizing the additional cost of operating special education summer classes beyond the student tuition.

If you wish to enroll your child for the 1977 special education summer program, please complete Part I of this form and sign your name in Part III.

If you wish to register your child but may have financial difficulty with the tuition fee and can qualify for a waiver of payment, please fill in Parts I, II, and III.

In order for your child to be assured of enrollment in the summer education summer program, please complete this form and return it to the school office by May 27, 1977.

Unless otherwise notified, by returning this form by May 27, 1977, your child is accepted in the program. Additional information on the summer school location, the date of tuition payment, and other instructions regarding the special education summer program will be sent to you by June 9, 1977. If you should change your plans on summer school attendance, please inform the school office as soon as possible.

Part I. APPLICATION FOR SPECIAL EDUCATION SUMMER PROGRAM

Please enroll my child for the 1977 program.

Handicapping Condition:
(To be completed by student's teacher)

Name of Student _____
Last First MI

(ENR, SLD, Deaf, etc.)

Street Address _____ Town/Subdivision _____

My child is presently receiving transportation:

☐ Yes ☐ No

Home Phone _____ Emergency Phone _____

Part II. APPLICATION FOR TUITION WAIVER-CONFIDENTIAL
(Complete this part ONLY if required and qualified)

Please waive my special education summer program tuition. I qualify under the following condition. (CHECK ONE)

- ☐ My child received free lunch or milk during the 1976 school year by reason of income or hardship criteria.
- ☐ My child received free bus transportation during 1976-77 by reason of welfare assistance.
- ☐ Currently eligible for State welfare assistance.
- ☐ Family size/annual family gross income schedule established by the U.S. Secretary of Agriculture for the provision of free school lunch/milk to students in the preceding regular school year.

PART III. SIGNATURE

I certify that the information in this application is true and correct to the best of my knowledge and belief.

Signature

APPENDIX 5C

INSTRUCTIONS: Submit to Exceptional
Children Section by March 31, 19

DISTRICT SPECIAL EDUCATION SUMMER PROGRAM FUNDING REQUEST

FOR 19

Date _____
District _____
Page _____ of _____

[illegible]

APPENDIX 5D

LICENSED PRIVATE SPECIAL EDUCATION SCHOOL SUMMER PROGRAM FUNDING REQUEST
FOR 1977

Date _____
Private Sp. _____
Ed. School _____
Page _____ of _____

[illegible]

ALTERNATIVE 6. ADULT EDUCATION PROGRAM

1. Description: This alternative provides high school students opportunities to earn credits applicable toward graduation through evening classes conducted by Community Schools for Adults (Adult Education).

Although adult education schools are primarily intended to serve people 18 years and over, the existing statutes allow high school students to earn credits from adult schools under certain extenuating circumstances.

Options for credit include courses conducted:

- a. To develop basic skills and knowledge
- b. To make up deficiencies
- c. To enrich or develop advanced skills

These courses may be conducted as regular classroom or independent study type courses. Examples of courses include but are not limited to:

Option "a"

- (1) English (Composition, Literature, Reading, etc.)
- (2) Social Studies (Civics, History, etc.)
- (3) Math (General Math, Algebra I, II, III & IV, Geometry, Trigonometry)
- (4) Science (General Science, Chemistry, Biology, Health and Hygiene)

Option "b"

- (1) High School Math and English Review
- (2) English Grammar

ALTERNATIVE 6. ADULT EDUCATION PROGRAM (Page 2)

- (3) Basic English
(4) Basic Math
- } various levels

Option "c"

- (1) Business subjects (Typing, Shorthand, Accounting, Clerical and Civil Service, Business Law)
- (2) Speed Reading
- (3) Languages
- (4) Industrial and fine arts

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2. Procedures/Responsibilities for Student Participation in this Alternative

Initiation	Facilitation	Approval
<u>STUDENT/PARENT/OR GUARDIAN</u>	<u>PRINCIPAL'S DESIGNEE</u>	<u>PRINCIPAL</u>
Contacts counselor	Reviews application	Reviews and takes appropriate action (approve/disapprove and process application)
Completes and submits standard forms for review and approval (See Attachment 6A)*	Recommends approval and/or disapproval	Confers with adult school administrator for approval and arrangements
Provides adult school with high school transcript (See Attachment 6B)*	For approval, secures parental approval and processes application	Provides appropriate instructions to designee
	For disapproval, responds and advises originator of other solutions	

*These forms may be duplicated and use other similar forms developed.

ALTERNATIVE 6. ADULT EDUCATION (Page 3)

Initiation	Facilitation	Approval
<u>STUDENT/PARENT/OR GUARDIAN</u>	<u>PRINCIPAL'S DESIGNEE</u> Follows up on application and credits Coordinates with adult school registrar Secures parent permission (See samples, Attachment 6C, 6D)* Submits request with recommendations to school principal Records report on completion of course Conducts any follow-up as needed	<u>ADULT SCHOOL PRINCIPAL</u> Reviews request Approves/Disapproves request Notifies student via school principal Submits report on student performance to school principal and student upon completion of course (See Attachments 6E and 6F)*

3. Form
(See Appendices 6A through 6F)

*These forms may be duplicated and used or other similar forms developed.

ALTERNATIVE 6. ADULT EDUCATION PROGRAM (Page 4)

4. Authority

- a. Hawaii Revised Statutes: Section 301-1 (Adult Education Authorized)
- b. Regulation 4520.2 (High School Graduation Through the Adult Schools)

5. Reference

- a. Guidelines for the operation of General Educational Development Testing centers in the State of Hawaii (Office of Instructional Services)
- b. GED testing manual (American Council on Education)
- c. Procedures for the accommodation of day school students in Adult Education classes at Waipahu Community School for Adults (Waipahu Community School for Adults).

Attachment 6A

Dear

Permission is hereby granted to _____
to enroll in one Adult Education course for additional credit.

Very truly yours,

Course

Counselor

Principal

Date _____

Gentlemen:

I am presently enrolled in the _____
 as a high school diploma candidate. One of the procedural requirements is
 submitting a transcript of my previous school record.

In compliance with P.L. 93-380, Sec. 438, I hereby authorize you to send
 my transcript to:

I was a student in your school but left in _____
 (month)
 19_____, when I was in grade _____.

Your prompt attention to this matter will be greatly appreciated.

Name of student: _____

Birthdate: _____

Name used in school: _____

Present address: _____
 (street)

 (city) (state) (zip)

Permission statement: I hereby authorize _____ to
 (name of school)
 release information contained in my school records to the agency listed above.

 (signature of applicant) (date)

 (signature of parent, guardian or spouse if
 applicant is under 18.) (date)

MINOR ENROLLING IN EVENING CLASS FOR ENRICHMENT

TO WHOMEVER IT MAY CONCERN:

This is to inform you that _____, a student
at your school, has been accepted as a student in the _____
class at _____. He/she will be attending
classes in the evening with _____ who will
assume all responsibilities for the child.

Parent or Guardian

Principal of Adult School

ACKNOWLEDGEMENT BY OFFICAL OF CHILD'S SCHOOL:

I hereby acknowledge the fact that _____
is enrolled in an evening class at your school

Principal/Counselor

FOR SCHOOL USE

School Year 19____ - 19____
Spring Sem. _____
Summer Sem. _____
Fall Sem. _____

Date: _____

Dear Sir:

_____ has my
permission to attend the evening classes at the _____
where he/she will enroll in the _____ class.
It is understood that neither the instructor nor the school will be held liable
for any accident or injury which he may incur while attending _____
_____.

Signed:

Parent or Guardian

Phone No.: _____

Attachment 6E

To:

Date: _____

From: _____

Subject: Transcript for _____

Birthdate _____ Social Security No. _____

<u>Date</u>	<u>Course</u>	<u>Hours</u>	<u>Grade</u>	<u>Credit</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

TEST SCORESCalifornia Achievement Tests

Level 5, Form _____ Date _____

Rdg: Voc _____ Compre _____ = _____

Math: Compu _____ Conc & Pr _____ = _____

Lang: Mech _____ Usg & Str _____ = _____

Spelling _____

TOTAL GRADE PLACEMENT _____

General Educational Development Tests

Form _____ Date Completed _____

St. Score $\frac{1}{4}$ Rank

1. English _____

2. Social Studies _____

3. Science _____

4. Literature _____

5. Math _____

AVERAGE STANDARD SCORE _____

High School Certificate No. _____, dated _____ was issued to the
 subject by the _____, Department of
 Education, State of Hawaii.

Principal _____

Registrar _____

Dear Sir:

This is to inform you that _____ has successfully completed all the requirements for a high school certificate as specified by the Adult Education Section of the Department of Education, State of Hawaii.

He or she will be issued a High School Certificate as soon as his or her papers are processed.

Very truly yours,

ALTERNATIVE 7. CREDITS FROM OTHER INSTITUTIONS

1. Description: This alternative provides the option for students to enroll in another high school, a community college, university, or any other accredited institution and obtain high school credits for meeting graduation requirements.

Common options existing under this alternative include:

- a. Early Admissions Program

Students, while still in high school, may be permitted to enroll at a college or university and be granted both high school as well as college credits.

- b. Advanced Placement Program

Advanced Placement (AP) courses are college level courses taught by high school teachers on the high school campuses. Students who take such courses take standardized examinations and earn college credits and high school credits.

- c. Other Programs (Including Correspondence Schools)

All high school credits earned from courses in licensed public or private high school will be accepted for graduation requirements.

2. Procedures/Responsibilities for Student Participation in this Alternative

Initiation	Facilitation	Approval
<u>STUDENT/PARENT</u> Enrolls and completes course in other institution Fills out appropriate forms to notify own school of successful completion	<u>PRINCIPAL'S DESIGNEE</u> Reviews the notice of successful completion and assesses course content and equivalency; recommends credit/no credit	<u>PRINCIPAL</u> Reviews individual notification Approves/disapproves Returns notification to designee

ALTERNATIVE 7. CREDITS FROM OTHER INSTITUTIONS (Page 2)

Initiation	Facilitation	Approval
	Validates and/or follows up on credits Communicates decision to student	

3. Form (See Appendix 7A)

4. Authority

Regulation 4530.8

5. References

Regulation 4530.8

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**APPLICATION FOR ALTERNATIVE FOR
MEETING GRADUATION REQUIREMENTS**

APPENDIX 3A

(Note: Check one only)

A. PROGRAM ALTERNATIVES

1. ☐ Tutorial Program
2. ☐ Alternative Setting Programs
3. ☐ Negotiated Program
4. ☐ Work Study Program
5. ☐ Summer School Program
6. ☐ Adult Education Program
7. ☐ Credit for Other Institution Program

Name of Student _____
(Last) (First) (M.I.)

District _____

Address _____
(Street No.) (Street)

School _____

(City) (State) (Zip code)

Grade _____

Phone _____ Soc. Sec. No. _____

Birthdate _____

Reason for requesting above alternative: (Check one only)

☐ Basic Skills/Knowledge Needs
(Minimum competency acquisition)

☐ Credit Needs

☐ Enrichment/Advancement

Comments: _____

Student Signature and Date: _____
(Date)

Parent/Guardian Signature and Date: _____
(Date)

(DO NOT WRITE BELOW DOTTED LINE)

Recommendation and Comments: _____

Signature of Counselor/Teacher/Designee: _____
(Signature) (Date)

☐ Approval

☐ Disapproval

Signature of Principal/Designee

(Date)

Signature of District Superintendent

(Date)

Signature of Superintendent or Other

(Date)

Grade Earned: _____

Signature of Authorized Person: _____

Credit Earned: _____

Title: _____

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(Note: See attachment for instructions and requirements)

4

APPENDIX B

Alternatives: Potential Availability of
Alternatives at Every High School

**AVAILABILITY OF ALTERNATIVE
(Potential)**

AVAILABILITY OF ALTERNATIVE (Potential)	#1 Tutorial			#2 Alt. Setting			#3 Negot. Prog.			#4 Work Exp.			#5 Summer School			#6 Adult Education			#7 Credit Fr. Other Inst.		
	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?
HONOLULU DISTRICT																					
Farrington	X			X			X		X	X			X			X					
Kaimuki	X						X			X			X			X					
Kalani	X						X		X	X						X					
Kaiser	X						X		X	X						X					
McKinley	X						X			X			X			X					
Roosevelt	X						X			X											
CENTRAL DISTRICT																					
Aiea	X						X		X	X			X			X					
Lihuehwa	X						X		X	X			X			X					
Mililani	X						X		X	X											
Moanalua	X						X		X	X						X					
Radford	X						X		X	X						X					
Waialua	X			X			X		X	X						X					
LEEMARD DISTRICT																					
Campbell	X						X		X	X						X					
Manakuli	X						X		X	X						X					
Pearl City	X						X		X	X						X					
Wahiawa	X						X		X	X						X					
Waipahu	X						X		X	X			X			X					
													Based on Student demand from yr. to yr.							Data not available at this time.	

AVAILABILITY OF ALTERNATIVE (Potential)	#1 Tutorial			#2 Alt. Selling			#3 Negot. Prog.			#4 Work Exp.			#5 Summer School			#6 Adult Education			#7 Credit Fr. Other Inst.		
	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?
WINEMARD DISTRICT																					
Castle	X						X		X	X						X					
Kahuku	X						X		X	X						X					
Kaliua	X						X		X	X						X					
Kalaheo	X						X		X	X			X			X					
HAWAII DISTRICT																					
Hilo	X						X			X						X					
Honokaa	X						X			X											
Kau	X						X		X	X											
Kohala	X						X			X						X					
Konawaena	X						X			X						X					
Laupahoehoe	X						X			X											
Pahoa High							X			X											
Maialaea	X						X														
													Based on Student Demand from yr. to yr.						Data not Available at this time.		

AVAILABILITY OF ALTERNATIVE (Potential)	#1 Tutorial			#2 Alt. Setting			#3 Negot. Prog.			#4 Work Exp.			#5 Summer School			#6 Adult Education			#7 Credit Fr. Other Inst.		
	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?	Yes	No	?
MAUI DISTRICT																					
Baldwin				X			X			X	X					X					
Hana	X						X			X											
Lahainaluna	X						X			X											
Lanai	X						X			X						X					
Hauai	X						X			X	X										
Molokai	X						X			X						X					
KAUAI DISTRICT																					
Kapaa	X						X			X	X					X					
Kauai	X						X			X	X					X					
Waimea	X						X			X	X					X					
													Based on Student Demand from yr. to yr.						Data not Available at this time.		

Appendix J Credit By Examination

1. Survey Form
2. Distribution List for Credit
by Examination Survey
3. Summary of Responses by Department
of Education and Other Organizations
to Survey of Credit by Examination
4. Operational Guidelines

Appendix J.1
Survey Form



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 1000
HONOLULU, HAWAII 96808

OFFICE OF THE SUPERINTENDENT

March 23, 1979

MEMO TO: District Superintendents and High School Principals

FROM: *Charles G. Clark*
Charles G. Clark, Superintendent
Department of Education

SUBJECT: Credit by Examination

A review of Credit by Examination had been conducted in 1975 and again, more recently, in conjunction with the Department's major efforts in assessing and examining the various issues related to graduation requirements. The work of the subcommittee on Credit by Examination relates to the tasks addressed by the Committee on Alternatives for Meeting Graduation Requirements. The Committee on Credit by Examination has been charged with 1) examining the issues, 2) resolving any resultant concerns, and 3) expanding and operationalizing Credit by Examination.

Based on some informal feedback received from students, principals and teachers, the Committee has drafted a proposed policy statement, a more detailed set of regulations in place of the one statement regulation currently in existence, and a set of operational guidelines for the administration of Credit by Examination. The intent of the proposed policy statement, revised regulations, and set of operational guidelines was to provide greater clarification, details, and guidance to implementers heretofore lacking.

Your assistance is requested in soliciting input to these documents from your high school principals, teachers and students and district personnel. Their reactions and suggestions are vital and will be greatly appreciated.

In a box being mailed to the district office, there will be envelopes for each of your high schools with 50 copies of each document including the Response Forms. Input can be done individually or by groups.

Because the report on the results of the Response Forms is scheduled for presentation to the Graduation Requirements Task Force on April 25, 1979, we would appreciate the return of these Response Forms by or before April 25, 1979.

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District Superintendents
Page 2
March 23, 1978

Please have these Response Forms returned to Mr. Noboru Higa at the following address:

Mr. Noboru Higa
Office of Instructional Services
1270 Queen Emma Street
Room 1006
Honolulu, Hawaii 96813

Should you have any questions, please call Mr. Higa at 548-5758.

Attachments enclosed are: (10 copies are enclosed for district staff)

1. Credit by Examination
 - a. Background Information
 - b. Assumptions
 - c. Proposed Policy
 - d. Revised Recommended Regulations
2. Operational Guidelines for the Administration of Credit by Examination
3. Response Forms

CGC:GF:pz

Attachments:

cc: Emiko I. Kudo
Assistant Superintendents
Superintendent's Office Branch Directors

Credit by Examination
Response Form

District _____

High School _____

Please indicate by checking the category that describes you. Indicate the number participating on this Response Form. (For example: If by an individual, put 1. If a group worked on it, indicate how many were in the group.)

<u>Category</u>	<u>No. Responding on This Response Form</u>
☐ Student	_____
☐ Teacher	_____
☐ Principal/Vice Principal	_____
☐ Counselor	_____
☐ Librarian	_____
☐ Other: Specify: _____	_____

General Instructions

The format of the Response Forms corresponds with the specific document outline. Please indicate your agreement or disagreement with the concept or procedures by checking the appropriate column. If you disagree, please state your reasons.

Credit by Examination

Outline Items	Agree	Dis- agree	Reasons/Comments
I. Background Info.			
A. Statement of Intent			
B. Assumptions			
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Outline Items	Agree	Dis- agree	Reasons/Comments
C. Definition			
II. Recommendations			
A. Recommended Coding			
1.			
2.			
3.			
B. Recommended Policy			
C. Recommended Regulations			
1.			
2.			
3.			
4.			
5.			
6.			
7. a.			
b.			
c.			
d.			

Operational Guidelines for the Administration of Credit by Examination

Outline Items	Agree	Dis- agree	Reasons/Comments
A. General			
1. Eligibility			
2. Courses			
3. Testing Fee			
4. Testing Schedule			
B. Responsibilities			
1. State Level			
a.			

Outline Items	Agree	Dis- agree	Reasons/Comments
b.			
c.			
d.			
e.			
f.			
g.			
h.			
i.			
j.			
2. District Level			
a.			
b.			
(1)			
(2)			
(3)			
(4)			
c.			
(1)			
(2)			
(3)			
(4)			
d.			
3. School Level			
a.			
b.			
c.			

Outline Items	Dis-		Reasons/Comments
	Agree	agree	
d.			
e.			
f.			
g.			
(1)			
(2)			
4. Student			
a.			
b.			
c.			
d.			

Appendix J.2
Distribution List for Credit by Examination Survey

(Survey response forms were sent to the presidents and chairpersons of each organization. The public high schools and district offices participated in the survey. A total of 2029 survey forms were sent out; and 1764 survey forms were returned.)

Hawaii Education Association	Hawaii Art Education Assn.
Hawaii Federation of Teachers	Hawaii Personnel & Guidance Association
Hawaii State Teachers Association	Big Island School Counselors Association
Hawaiian Government Employees Association	Phi Lambda Theta
Hawaii State Educational Officers Association	Phi Delta Kappa
Hawaii Art Teachers Association	Hawaii Association of School Librarians
Hawaii State Foundation of Culture & the Arts	American Association of the Teachers of German
Hawaii Business Education Association	Hawaiian Language Teacher Association
Pacific Speech Association Speech & Communications Dept.	Filipino Language Teacher Assn.
Hawaii Speech League	Hawaii Association of Teachers of Japanese
Hawaii Elementary School Administrators Assn.	Hawaii Music Educators Assn.
Hawaii Association of Secondary School Principals	Hawaii Interscholastic Athletics Directors Assn.
Hawaii Association for Supervision & Curriculum Dev.	Hawaii Science Teachers Assn.
Hawaii Home Economics Assn.	Hawaii State Retired Teachers Association
Hawaii Industrial Arts Assn.	Oahu Retired Teachers Assn.
Home Economics Teachers Assn.	National Association of Social Worker, Hawaii Chapter

Mr. Clyde Namuo, President
Hawaii Speech League

Mr. Stephen Jackstadt, President
Hawaii State Council for the
Social Studies

Mr. George Leland, President
American Society for Training
and Development

Ms. Ruth Kiehm, President
Association of Teacher Educators
of Hawaii

Dr. Donald Klopff, President
Communication Association of
the Pacific

Ms. Donna Smythe, President
Council for Exceptional
Children

Ms. Beverly Oshiro, President
Hawaii Adult Education Asso.

Mr. Vernon Matsuda, President
Hawaii Agriculture Teachers
Association

Ms. Pat Eckstrand, President
Ms. Rogene Radner, Vice President
Hawaii Art Education Asso.

Ms. Karen Oshiro, President
Hawaii Association for the
Education of Young Children

Mr. Jay Tschillard, President
Hawaii Association for Health,
Physical Education &
Recreation

Ms. Nancy Rankin President
Hawaii Asso. of Language
Teachers

Ms. Carol Yoshinaga, President
Phi Delta Kappa

Ms. Pakele Hung, Chairwoman,
Steering Committee
'Ahahui 'Olelo Hawai'i

Mr. Art Shaw, President
Hawaii Business Education Asso.

Mr. Laurence McGonigal, President
Mr. Edward Klein, President-Elect
Hawaii Council of Teachers of English

Ms. Jennie Hamada, President
Hawaii Council of Teachers of
Mathematics

Mr. Calvin Yamamoto, President
Hawaii High School Athletic Asso.

Ms. Ruth Hock, President
Hawaii Home Economics Asso.

Mr. Eric Kanemoto, President
Hawaii Industrial Arts Asso.

Mr. Harry Uyehara, President
Hawaii Library Asso.

Mr. Kenneth Okano, Chairperson
Ms. Gini Oliver, Chairperson
Hawaii Manpower Training Asso.

Dr. Albert Tamaribuchi, President
Hawaii Association of Supervision
& Curriculum Development

Ms. Lorna Peck, President
Hawaii Asso. of School
Libirarians

Hawaii Association of
Language Teachers

Hawaii Teachers of
Chinese

Hawaii Principals & Vice-
Principals Assn.

Hawaii Dental Hygienists
Association

Hawaii State School Service
Food Association

Hawaii School Counselors
Association

American Association of the
Teachers of Slavic & Eastern
European Languages

Hui Imi Naauao o Hawaii

International Reading
Association

Hawaii Audio-Visual
Association

Hawaii Nurses Assn.

Registrars Association

All District and State Offices

All 38 Public High Schools

Hawaii Practical Arts and
Vocational Association

Hawaii Vocational Rehabili-
tation Association

Hawaii Congress of Parents
& Teachers

Hawaii Council of Teachers
of English

Hawaii Library Association

Hawaii Agriculture Teachers
Association

Council for Exceptional
Children

Hawaii Adult Education Assn.

Hawaii Education Association

Hawaii Association of the
Teachers of Greek and Latin

Linguistic Society of Hawaii

College of Education
University of Hawaii

Hawaii Music Teachers Assn.

Hawaii Council of Teachers of
Mathematics

American Association of the
Teachers of French

Appendix J.3.

Summary of Responses by Department of Education and Other Organizations to the Survey of Credit by Examination

	DOE Totals		Other Organizations Totals		Grand Total	
	Agree	Dis- Agree	Agree	Dis- Agree	Agree	Dis- Agree
I. Background Information						
A. Statement of Intent	1,209	103	103	0	1,314	103
B. Assumptions						
1. Assess themselves, broaden and enrich education. Not intended to encourage early graduation.	1,094	208	5	101	(78%) (22%) 1,299 309	
2. Progress and learning rather than time spent in course.	1,162	130	105	1	(91%) (9%) 1,257 131	
3. Available to all students enrolled in public schools.	1,106	188	105	0	(87%) (13%) 1,211 188	
4. Provide opportunities to study at a level commensurate with students' abilities.	1,195	99	104	1	(93%) (7%) 1,299 100	
5. Valid way of certifying student competencies.	1,039	236	104	1	(83%) (17%) 1,163 237	
6. An integral part of the statewide testing program.	1,019	276	3	101	(73%) (27%) 1,022 377	
7. Alternative to course work and in keeping with equal educational opportunity.	1,109	186	6	100	(86%) (14%) 1,115 286	
C. Definition	1,196	95	105	0	(93%) (7%) 1,301 95	
II. Recommendations to the Task Force						
A. Recommended Coding						
1. Present regulations be deleted	1,106	183	106	0	(87%) (13%) 1,212 183	
2. New policy statement be established as Policy 4531	1,122	167	105	0	(88%) (12%) 1,227 167	
3. Regulations be established as 4531.1	1,190	108	105	0	(92%) (8%) 1,295 108	
B. Recommended Policy						
Award credits in accordance with regulations	1,124	165	105	1	(88%) (12%) 1,229 166	
C. Recommended Regulation:						
1. Permitted where appropriate measures are available.	1,138	153	106	0	(89%) (11%) 1,244 153	
2. Appropriate measures are paper and pencil tests, orals, demonstrations and/or combinations.	1,190	101	106	0	(93%) (7%) 1,296 101	

	Agree	Dis- Agree	Agree	Dis- Agree	Agree	Dis- Agree
3. May be retaken for the same course the following year.	916	373	106	0	(73%) 1,022	(27%) 373
4. Credit/no credit shall be granted	1,124	169	103	0	(33%) 1,229	(12%) 169
5. No limit on number of retakes	1,062	231	104	2	(33%) 1,166	(17%) 233
6. Free of charge	1,049	244	6	100	(73%) 1,055	(25%) 346
7. Procedures						
a. Schools to notify students and parents annually in writing	1,130	106	106	0	(92%) 1,236	(8%) 106
b. List of courses be available to all students	1,224	46	103	1	(97%) 1,329	(3%) 47
c. Written parental consent on Form ChyB-1	1,072	221	103	1	(34%) 1,177	(16%) 222
d. School shall notify students of testing details	1,227	66	106	0	(95%) 1,333	(5%) 66
Operational Guidelines						
A. General						
1. Eligibility - All students in grades 9-12 and 8th graders entering 9th grade	1,010	286	6	100	(72%) 1,016	(28%) 286
2. Courses - Where appropriate measures are available	1,176	103	106	0	(92%) 1,282	(8%) 103
3. Testing fee - None	1,008	283	6	100	(71%) 1,014	(28%) 283
4. Testing schedule - Once a year Arrangements for special tests	1,108	179	103	1	(87%) 1,213	(13%) 180
3. Responsibilities						
1. State Level						
a. Determines courses based on ACCV	1,139	147	104	1	(89%) 1,243	(11%) 148
b. Determines appropriate measures	1,163	126	103	1	(91%) 1,268	(9%) 127
c. Prepares, publishes, or procures and distributes	1,253	33	6	0	(97%) 1,259	(3%) 33
d. Establishes standards for credit/no credit	1,209	77	103	1	(94%) 1,314	(6%) 78
e. Monitors administration and implementation	1,222	68	106	0	(95%) 1,328	(5%) 68
f. Prepares and administers budget	1,246	42	106	0	(97%) 1,352	(3%) 42
g. Gathers data and prepares annual report	1,241	46	106	0	(97%) 1,347	(3%) 46
h. Provides districts with standards	1,247	41	106	0	(97%) 1,353	(3%) 41

	Agree	Dis- Agree	Agree	Dis- Agree	Agree	Dis- Agree
i. Establishes guidelines for test administrators and proctors	1,232	33	106	0	(96%) 1,334	(4%) 53
j. Establishes guidelines for security	1,247	40	106	0	(97%) 1,333	(3%) 40
2. District Level						
a. Inform schools of course listing, plans and schedules	1,273	33	105	0	(98%) 1,379	(2%) 33
b. Supervises and coordinates exams	1,223	61	106	0	(96%) 1,331	(4%) 51
(1) Submits to state number needed at least 65 days before exam	1,213	71	4	100	(98%) 1,219	(12%) 171
(2) Selects testing centers	1,237	49	106	0	(96%) 1,343	(4%) 49
(3) Selects test administrators and proctors	1,205	31	106	0	(94%) 1,311	(6%) 31
(4) Plans and supervises scoring of tests	1,217	69	106	0	(95%) 1,323	(5%) 69
c. Security measures	1,248	34	106	0	(98%) 1,334	(2%) 34
(1) Arranges for safe storage	1,246	40	106	0	(97%) 1,352	(3%) 40
(2) Responsible for official pass for examinees	1,229	37	106	0	(96%) 1,335	(4%) 37
(3) Responsible for distribution of exams	1,251	35	106	0	(97%) 1,337	(3%) 35
(4) Collects all forms and booklets after the test	1,248	39	106	0	(97%) 1,334	(3%) 39
d. Compiles and submits district data	1,251	36	105	0	(97%) 1,336	(3%) 36
3. School Level						
a. Notifies all students and parents	1,194	92	105	0	(93%) 1,299	(7%) 92
b. Registers students for Cyle	1,171	114	105	1	(92%) 1,276	(8%) 115
c. Provides pre-post test counseling	1,171	116	105	1	(92%) 1,276	(8%) 117
d. Provides complete test information to students	1,227	58	105	1	(96%) 1,332	(4%) 59
e. Submits list of students to District Superintendent	1,227	56	5	101	(89%) 1,232	(11%) 157
f. Notifies exam results to students	1,229	52	105	1	(96%) 1,334	(4%) 53
g. Responsible for student records	1,230	52	104	1	(96%) 1,334	(4%) 53

	Agree	Dis- Agree	Agree	Dis- Agree	Agree	Dis- Agree
(1) Uses C or MC as standard marking	1,090	193	5	101	(79%) 1,095	(21%) 294
(2) Records course title and credits	1,241	42	105	1	(97%) 1,346	(3%) 43
H. Compiles and submits reports to district	1,203	55	105	1	(96%) 1,308	(4%) 56
4. Student						
a. Submits application forms	1,207	52	105	1	(96%) 1,312	(4%) 53
b. Reports to testing center as instructed	1,230	28	105	1	(98%) 1,335	(2%) 29
c. Presents appropriate I. O.	1,192	66	105	1	(95%) 1,297	(5%) 67
d. Returns all test materials to examiner	1,230	28	105	1	(98%) 1,335	(2%) 29

Appendix J.4.

OPERATIONAL GUIDELINES FOR THE ADMINISTRATION OF CREDIT BY EXAMINATION

A. General

1. Eligibility

Credit by Examination shall be available to all students in grades 9-12, as well as 8th graders in the semester prior to entering 9th grade.

2. Courses

Courses for which Credit by Examination is possible are those where appropriate measures are available.

3. Testing Fee: None

4. Testing Schedule

Paper and pencil examinations shall be scheduled once a year at designated locations. For courses requiring skill demonstrations and oral examinations, arrangements may require negotiating with districts for dates to have specialists scheduled to do the testing.

B. Responsibilities

The administration of credit by examination shall be the cooperative effort of the state/district/school levels.

1. State Level

- a. Determines, with district and school input, courses for which credit may be awarded through examination. These courses must be listed in the Authorized Courses and Code Numbers (ACCN) and shall be reviewed annually, and the districts and schools so notified. A list of courses offered for credit by examination shall be distributed through proper channels to the schools.

- b. Determines appropriate measures for identified courses. These measures may be either commercially prepared tests, tests developed by other state Departments of Education adapted for local use or locally prepared tests. Guidelines for test administration and scoring shall accompany each examination.
 - c. Prepares, publishes, or procures and distributes appropriate examinations and Credit by Examination Application Form (CbyE-1) for student and school use.
 - d. Establishes standards for credit/no credit. The passing score required to obtain credit shall be clearly identified for each course's examination. This score shall be a statewide standard.
 - e. Monitors administration and implementation of testing procedures. The operations of credit by examination will be reviewed at least once a year to ensure compliance with the terms of (the policy and) these regulations.
 - f. Prepares and administers budget for Credit by Examination.
 - g. Gathers data, and prepares an annual report.
 - h. Provides districts with standard directions for administering and scoring the tests.
 - i. Establishes guidelines for the selection and responsibilities of test administrators and proctors.
 - j. Establishes guidelines for security measures and procedures.
2. District Level
- a. Keeps schools informed of: course listing, plans, and schedules for credit by exam.
 - b. Supervises, coordinates and directs the administration of examinations.

- (1) Submits to State number of copies required for each examination as determined by the number of student requests received at the school level. This information will be submitted to the State 65 calendar days prior to the administration of the examination.
 - (2) Selects testing centers. These centers shall be created according to number of students to be tested and shall be conveniently located to accommodate all students registered.
 - (3) Establishes application, interview and selection procedures and selects test administrators and proctors. The employment and payroll forms shall be processed as required.
 - (4) Plans and supervises the scoring of the tests. The test results will be transmitted to the State Student Information Services Branch.
- c. Takes precautions necessary to maintain adequate security measures.
- (1) Arranges for safe storage of tests until the day of the test.
 - (2) Requires examinees to present an official pass to the proctor for admission and proper identification.
 - (3) Exercises care in distributing the examination.
 - (4) Sees that the examinations with the completed answer sheets are collected from the examinee before he/she leaves the examination room.
- d. Compiles district data and submits appropriate report(s) to State.
3. School Level
- a. Notifies all students and parents in writing about courses that are available for Credit by Examination. The means by which this is accomplished will be determined by the schools.

- b. Registers students who apply for Credit by Examination, using State Form CbyE-1 (Request for Credit by Examination) and ensures that each student is provided with a copy of the form to be used for identification purpose at the time of the test. Parental/guardian consent on this form is required.
 - c. Provides pre- and post-test counseling services to enable students to make realistic decisions in requesting Credit by Examination. An explanation of the grading system of C/NC (Credit/No Credit) will be given the student.
 - d. Informs students of the time, place, date of credit by examination and where necessary, about particular examinations which require tools, equipment or special materials.
 - e. Submits to the District Superintendent or designee the list of students requesting to take each examination.
 - f. Notifies students upon receipt of the examination results.
 - g. Establishes and maintains appropriate student records.
 - (1) Uses C or NC (Credit or No Credit) as the standard marking symbols.
 - (2) Records number of credit(s) and the title of the course(s) taken through Credit by Examination in student's Form 14. Course credits obtained through credit by examination should be so noted on student record forms.
 - i. Gathers data and submits appropriate report(s) to District.
4. Student
- a. Submits completed credit by examination application form by a specified deadline to the principal or personnel designated by the principal.

- b. Reports to testing center as instructed.
- c. Presents appropriate I.D. at the testing center.
- d. Returns all test booklets, answer sheets, and scratch paper to the examiner before leaving the test center.

Appendix K

The Evaluation of the
Revised Graduation Requirements, 1978-1985

Appendix K

The Evaluation of the Revised Graduation Requirements, 1978-1985

I. Introduction

The completion of courses and credit requirements has to date been an important determinant for high school graduation. However, there has been a growing general dissatisfaction with using courses and credit requirements as the primary basis for graduation. In response to this concern, the Department is considering some changes to graduation requirements so that the high school diploma or certificate of graduation will reflect not only an accumulation of courses and credits but also achievement of some basic skills, knowledge and attitudes.

The Foundation Program Objectives were used as the basis for developing more specific performance expectations and essential competencies.

Performance expectations provide "benchmarks" of competencies to be achieved by students at specified grade level intervals. These expectations specify demonstrable behaviors which require the application of knowledge, skills or attitude.

Essential competencies are learnings that students must have in order to function and cope with life as effective and contributing members of society. These competencies were validated as essential for graduation by the public.

For students whose needs are not fully met in the regular education program, alternative ways for meeting graduation requirements are being identified.

Alternatives to the present practice of issuing one kind of graduation certificate are being explored.

II. Evaluation

Evaluation for Decision-Making

Decisions to be made as the result of the evaluation should be identified at the outset so that relevant data can be collected. Decision alternatives identified are:

1. Should the revised graduation requirements be continued to be implemented as they were adopted in 1973?
2. Should those revised graduation requirements be modified in any way?

The Evaluation Plan

This evaluation is delimited to grades 9-12 and to the achievement of essential competencies by students in meeting graduation requirements as student outcome data.¹ The scope of this evaluation includes the examination of the implementation of revised graduation requirements over a period of time. Such requirements include the trend of student achievement of essential competencies and successful completion of courses and credits. In addition, emphasis is placed on the availability and use of alternatives at the school level and the on-going need for program improvement.

Two kinds of evaluation will be conducted; these are formative evaluation and summative evaluation.

¹The more comprehensive evaluation of student achievement of competencies at specified grades beginning with elementary grades is within the larger scope of the evaluation of the implementation of the Foundation Program which will be undertaken at a later date.

Formative evaluation involves the collection of appropriate evidence during the construction and implementation of procedures in such a way that revisions can be based on this evidence.² It focuses on modifications of procedures for more effective implementation. The purpose of formative evaluation is to determine what procedures need to be improved to facilitate implementation of graduation requirements. Specifically, the purposes are:

- a. To determine whether project strategies used in the development of changes in graduation requirements were implemented as designed and modified as needed.
- b. To determine whether plans for implementing changes in graduation requirements were implemented as designed and modified as needed. These plans are associated with implementation of graduation requirements at the school level.

Summative evaluation is conducted at a point when the program has stabilized. It focuses on outcomes or results such as student achievement. It provides data leading to decisions about the effectiveness of the revised graduation requirements.

The purpose of summative evaluation is to determine whether students in grades 9 to 12 will be able to demonstrate competencies in meeting graduation requirements. Specifically, the purpose is to determine the impact of changes in graduation requirements on student achievement as measured by the Hawaii State Test of Essential Competencies and other appropriate measures.

²California Program Evaluation Improvement Project, Glossary of Terms Related to Educational Evaluation (San Mateo: San Mateo County Office of Education, 1973). p. 12.

The Evaluation Design

For both formative and summative evaluation, the efficacy of the revised graduation requirements shall be determined by comparative judgments made about events that occurred before and after the implementation of the revised graduation requirements. Therefore, the specific evaluation design is a time series design. A series of formative and summative evaluation data will be gathered during 1978-1985. This design is depicted in Figure 1 where patterns of achievement of essential competencies by students graduating annually over a period of time are shown. A performance trend of achievement of essential competencies by four graduating classes beginning with 1981-1982 through 1984-1985 will be examined. In Figure 1 the notations T_1 through T_4 represent the four treatment groups.

1981-1982	1982-1983	1983-1984	1984-1985
T_1	T_2	T_3	T_4

A Time Series Design

Fig. 1

Data Collection

Formative Evaluation. To gather project development information, interviews will be conducted with chairpersons of seven work committees, Task Force and Steering Committee. Questions include:

1. Did your committee accomplish what was assigned to it?
2. What working procedures were used to accomplish the major tasks of your committee?

3. What major problems did your committee encounter in completing its tasks?

4. What major modifications were made by your committee?

Feedback about the schools' implementation of the revised graduation requirements, particularly as it relates to credits, courses, alternatives and program improvement will be provided to decision makers. Information for this feedback will be obtained from questionnaires administered to principals and teachers. Opinions and attitudes about the revised graduation requirements will also be sought from parents, students, graduates and the public. The following questions can be asked of school personnel about their implementation of revised graduation requirements:

1. Were students offered adequate numbers and kinds of required and elective courses for meeting graduation requirements?
2. Are students attaining the kinds of skills, knowledge and attitudes necessary for short and long-range individual goals and plans?
3. Are teachers providing alternative teaching-learning strategies to accommodate individual needs, interests and learning styles?
4. Are supplementary services provided to those students who need special help in attaining competencies?
5. Are alternative ways to meet graduation requirements provided students who are unable to meet those requirements through the regular instructional programs?
6. Are current alternatives and options adequate in helping students meet graduation requirements?

7. If current alternatives are not meeting the needs of students, how successful are the State, District and School level standing committees in generating and implementing additional alternatives?
8. What difficulties were encountered in your school's implementation of the revised graduation requirements?
9. What support or assistance do you need in implementing the revised graduation requirements?

The following quantifiable data will be gathered to obtain trends in the implementation of specific graduation requirements:

1. What is the trend of the percent of seniors graduating during 1978-1985?

Table 1
Seniors Graduating During 1978-1985

	Percent of Seniors Graduating						
	1978- 1979	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984	1984- 1985
Students							
1. Regular Education							
2. Special Education							
Total							

2. What are the reasons associated with graduation requirements for seniors not graduating during 1978-1985?

Table 2
Reasons Associated with Graduation Requirements
for Seniors Not Graduating, 1978-1985

	1978- 1979 No.	1979- 1980 No.	1980- 1981 No.	1981- 1982 No.	1982- 1983 No.	1983- 1984 No.	1984- 1985 No.
1. Number of Credits							
2. Kinds of Credits							
3. Achievement of Essential Competencies							
4. Other							

3. Is there a general decrease in the percent of students not able to meet the requirements for graduation?
4. What is the pattern of the use of alternatives by grade 12 students in meeting graduation requirements during 1978-1985?

Table 3
Student Use of Alternatives, 1978-1985

Alternatives in meeting credit and course requirements for graduation	Percent of Students Using Alternatives						
	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985

5. Are more students assisted in meeting credit and course requirements through the use of alternatives after the implementation of revised graduation requirements?

Instruments used for formative evaluation are the following:

1. Student Enrollment Report will be examined to obtain information about the number of seniors graduating.
2. School reports will be examined to obtain information about the percent of seniors who used alternatives in meeting graduation requirements and about seniors not graduating.
3. Questionnaires directed to principals, teachers, parents, students, graduates and the public will be used to obtain information about their attitude toward revised graduation requirements.
4. Interviews will be used to gather information about the development of the revised graduation requirements.

Summative Evaluation. To assess student achievement of essential competencies, the following evaluation questions and comparative design are utilized:

1. Does the percent of grade 10 students passing the Hawaii State Test of Essential Competencies increase or decrease from year to year?
2. Is the percent of grade 10 students achieving essential competencies higher after the implementation of revised graduation requirements?

Table 4
Grade 10 Students Achieving
Essential Competencies

Students	Percent of Students Achieving Essential Competencies						
	1978- 1979	1979- 1980	1980- 1981	1981- 1982	1982- 1983	1983- 1984	1984- 1985
Grade 10							

3. What is the pattern of achievement of graduating classes of 1982, 1983, 1984 and 1985 who took the Hawaii State Test of Essential Competencies?

The instrument used for summative evaluation is the Hawaii State Test of Essential Competencies which will be administered to students in grades 9, 10, 11 and 12. The percents of students achieving the essential competencies will be computed each year.

Table 3
Achievement of Essential Competencies by Graduating Classes
of 1982, 1983, 1984 and 1985

Students	1978- 1979				1979- 1980				1980- 1981				1981- 1982				1982- 1983				1983- 1984				1984- 1985			
	N	%	M	SD	N	%	M	SD	N	%	M	SD	N	%	M	SD	N	%	M	SD	N	%	M	SD	N	%	M	SD
Grade 9																												
Form 3																												
Form 4																												
Grade 10																												
Form 3																												
Form 4																												
Grade 11																												
Form 3																												
Form 4																												
Grade 12																												
Form 3																												
Form 4																												
Total																												
Form 3																												
Form 4																												

*Percent of students achieving essential competencies.

N= Number of students taking the test.

M= Mean

SD= Standard Deviation.

Analysis of Data

Percents, means and standard deviations will be computed to analyze the data. Other data will be treated according to specific descriptive categories.

Reporting of Information

The initial evaluation plan was reviewed by the Task Force in April, 1978 and the final evaluation plan accepted in June, 1978. Progress reports will be presented as appropriate during 1979 to 1984. In 1985, a summary evaluation report will be completed.

Appendix L
Reported Dissemination Activities

Date	Description	Audience
3/77	Information Update	Central District Principals Mtg.
5/77	Information Update	Central District Principals Mtg.
5/77 (monthly)	Review of current status of issues under discussion at that particular time	Board of Hawaii School Counselor's Association
5/77	Orientation to work of Task Force	Student Action for Educ. (SAE) Maui District Conference
8/25/77	General Presentation	Honolulu District Principals
9/16/77	Meeting	Kona Principals
9/18/77	Progress Report of Graduation Requirements Task Force, Study Session	Board of Education
9/77	Information Update	Central District Principals Mtg.
10/77 to Present	Update of Task Force activities	Executive Board Members, Hawaii Council of Teachers of Mathematics (HCTM)
10/77	Oral Communication Workshop - A Presentation	Language Arts teachers (Leeward, Central, Honolulu)
10/77	Na Lono Kula article "Graduation Requirements Recommendations Due This Year"	All Department Personnel

Date	Description	Audience
10/17/77	Resume of Progress Report	Maui District School Advisory Council
10/21/77	Meeting	Hawaii District Principals
10/25/77	Resume of Progress Report	Maui District Student Council Organization
11/77	Information meeting	Kunia Elementary
11/77	Information meeting	Iliahi Elementary
11/77	Information meeting	Wahiawa Inter. Faculty
11/77	Information meeting	Central District Math Dept. Heads
11/77	Information Update	Central District Principals Meeting
11/77	District Meeting	Leeward Secondary Language Arts Dept. Chairpersons
11/77	Workshop on Graduation Requirements	Leeward District Resource teachers
11/77	Meeting - Laie	Windward SAC members
11/77	Na Lono Kula article "Hawaii a Leader in Developing Minimum Competencies"	All Department Personnel
11/1/77	Progress Report of Graduation Requirements Task Force, memorandum	Principals, State- wide
11/7/77	Progress Report of Graduation Requirements Task Force	Molokai School Advisory Council
11/9/77	District Meeting	Leeward Secondary Social Studies Dept. Chairpersons and teachers

Date	Description	Audience
11/14/77	Talk on progress of Task Force	Kauai School Advisory Council
11/15/77	Meeting	Konawaena PTSA (Teachers, students, parents)
11/77	Progress Report of Graduation Requirements Task Force	Lahainaluna High Faculty
11/77	Progress Report of Graduation Requirements Task Force	Iao School Faculty
11/30/77	Progress Report of Graduation Requirements Task Force	Hana School Faculty
12/77	Information Meeting	Central District Science Department Heads
12/77	Meeting - Ahuimanu	Windward School Advisory Council members
12/77	Na Lono Kula article "Performance Expectations Ready for Five Grade Levels"	All Department Personnel
12/1/77	General presentation	Honolulu District Librarians
12/3/77	Graduation Requirements Update, memorandum	Principals, State- wide
12/7/77	Orientation to Foundation Guidance program and its relationship to 8 FPO's and update on Graduation Task Force activities	Maunawili School staff
12/8/77	Presentation at SAC meeting	Leeward SAC members, principals, Board of Education repre- sentatives, parents

Date	Description	Audience
12/12/77	Workshop on Graduation Requirements	Leeward principals K-12, district educ. officers
12/15/77	Orientation to the Foundation Guidance program and its relationship to FPO's and Graduation Task Force activities	Windward District: 6 teachers and counselor (in- school task force)
12/16/77	Orientation and instructions to participating teachers of parent, student, teacher survey of number and kind of courses, credit, and program improvement	Castle High staff and Kahuku principal
1/78	Information meeting	Central District SAC
1/78	Information meeting	Central District Math Department Heads
1/78	Information meeting	Elementary Math Teachers Center Adv. Group
1/78	Trial Use of PE's	Leilehua High School Faculty and Department Heads
1/78	Information Update	Central District Principals Meeting
1/78	SAC meeting - Aikahi	Windward SAC members
1/78	Task Force Progress Report	Faculty, Waiakea Inter. School
1/3/78	News Bulletin #1	All Hawaii District schools
1/4/78	Graduation Requirements Update, memorandum	Principals, state- wide
1/9/78	Special memo to schools on Credit Survey and Essential Competencies Pilot Testing	Principals, state- wide

Date	Description	Audience
1/9/78	Faculty presentation	Certificated staff, Pearl City High
1/11/78	General presentation of what is happening in the Task Force-- progress made and what other areas are being considered	Secondary staff at Kahuku High
1/12/78	Presentation - State Occupational Skills Conference	Occupational Skills Coordinators, state- wide
1/12/78	Progress Report of Graduation Requirements Task Force, Study Session	Board of Education
1/13/78	Orientation Meeting for Performance Expectations--Survey for Credit Requirements-- Essential Competencies Testing	Principals, Hawaii District
1/13/78	News Bulletin #2	All Hawaii District schools
1/16/78	News Bulletin #3	All Hawaii District schools
1/17/78	Training for Performance Expectation Use/Review	Principals, key teachers of chosen schools
1/17/78	Progress Report of Graduation Requirements Task Force	Molokai High School PTA
1/18/78	Progress Report of Graduation Requirements Task Force	Maui High Faculty
1/20/78	Progress Report of Graduation Requirements Task Force	ILWU Education Council Conference
1/24/78	Progress Report of Graduation Requirements Task Force	Wailuku Elem. PTA
1/24/78	Orientation of Graduation Task Force activities, discussion and soliciting input	Windward principals and District staff

Date	Description	Audience
1/25/78	Orientation of Graduation Task Force activities and its implications to librarians	Windward District Librarians
1/26/78	Presentation - Counselor meeting	Leeward District Counselors K-12
1/26/78	Presentation	Pearl City High PTSA (parents, teachers)
1/78	Progress Report of Graduation Requirements Task Force	HSTA Board of Directors
1/27/78	Meeting	Kona Annex Staff
1/30/78	News Bulletin #4	All Hawaii District schools
1/31/78	Information on Diploma Issue	Principals, state-wide
2/78	Information meeting	Central District Business Ed. teachers
2/78	Trial use of PE's	Leilehua High School Faculty & Department Heads
2/78	SAC meeting - Heeia	Windward SAC members
2/1/78	Presentation	Combined faculties of Nanakuli High & Inter. & Nanaika-pono Elementary
2/2/78	Orientation of Graduation Task Force activities--Issues and Tasks	District based resource personnel (diagnostic team, counselors, Language Arts resource tchrs, 26 Art, Music, P.E., special education resource teachers)

Date	Description	Audience
2/2/78	Planning meeting with Vice-Principal on school in-service, Update of Graduation Task Force activities	Kailua High School Administrator and program planning committee
2/2/78	Orientation and discussion of 9 participating schools related to PE review	Windward District, 9 principals
2/3/78	Orientation to Foundation Guidance program and it's relationship to FPO's and Graduation Task Force activities	Windward District: internal school task force (7) on Foundation Guidance
2/6/78	Graduation Task Force activities shared by SAC chairperson. Informal sharing with interested parents who asked for clarification.	Windward SAC meeting
2/8/78	Orientation of Graduation Task Force activities for In-school Task Force on "Hands on Curriculum"	Windward District Voc.-Tech. teachers (6)
2/8/78	Slide presentation of Task Force work	West Kauai Y's Men
Monthly for last 2 years	Progress report on Task Force	Kauai Principals
Every 2 months	Update of Task Force	Waimea High School faculty
2/78	Progress Report of Graduation Requirements Task Force	HSTA Board of Directors
2/10/78	Orientation of Foundation Guidance program and its relationship to FPO's and Graduation Task Force activities	Windward District: 2 counselors new to schools
2/13/78	Presentation	Ilima Inter. School PTA (parents)
2/13/78	Orientation of Foundation Guidance program and its relationship to FPO's and Graduation Requirements Task Force activities	Windward in-school Task Force on Foundation Guidance

Date	Description	Audience
2/14/78	Hawaii State Teachers Association HSTA Conference	HSTA members
2/15/78	Special meeting	Konawaena PTSA Ad Hoc Committee
2/16/78	Progress Report of Graduation Requirements Task Force	Maui Teachers Assn. Institute
2/22/78	Radio Program, "FOCUS" - 7:10 a.m. and 5:20 p.m.	Hawaii County
2/22/78	Orientation to Graduation Require- ments Task Force activities	Dole Inter. School faculty
2/27/78	Purpose of Task Force; surveys to teachers and parents re: credit evaluation; general task	Kahuku School Ad- visory Committee
2/27/78	Slide presentation of the Task Force; Questions and Answer Period on Task Force's responsibility -- PE addi- tions; recommendations	Intermediate teachers at Kahuku High
2/27/78	Recommendation of follow-up of Task Force Meeting re: HSTEC	Interm. teachers at Kahuku High School
2/28/78	Graduation Requirements Update	Principals, state- wide
2/28/78	Orientation of elementary social studies curriculum objectives and PE and relationship to 8 FPO's. Update on activities of Graduation Task Force	Windward District
3/78	Information Update	Central District Principals meeting
3/78	SAC Meeting - Waimanalo	Windward District SAC members
3/78	Na Lono Kula article "Seven Schools to Pilot Test of Essential Competencies"	All Department Personnel
3/78	PTA meeting	Windward District PTA (parents, teachers)

Date	Description	Audience
3/78	Information on Task Force activities and concerns, Newsletter	All HCTM members
3/1/78	Meeting	Honokaa High School Staff
3/1/78	Orientation to Graduation Task Force activities, specific instructions for staff input in validating PE's	Total staff, Maunawili Elementary School
3/1/78	Presentation	Waipahu Inter.School Certificated Staff
3/2/78	Progress Report of Graduation Requirements Task Force	Maui Community College
3/3/78	Graduation Requirements Activities for rest of school year, memorandum	Principals, state-wide
3/3/78	Orientation to Graduation Task Force Activities	Kailua High School Community Quest staff and other interested teachers (12)
3/6/78	Orientation of Graduation Requirements Task Force activities	Chaminade College Educ. class
3/8/78	Clarification session	Kailua High School Community Quest staff and other interested teachers (12)
3/9/78	News Bulletin #5	All Hawaii District Schools
3/14/78	Progress Report of Graduation Requirements Task Force	Maui Chamber of Commerce
3/14/78	Presentation	Leeward District Student Council: Representatives from Secondary Schools

Date	Description	Audience
3/14/78	Orientation to Foundation Guidance program and its relationship to 8 FPO's and update on Graduation Task Force activities	Windward Administrators and in-school task force chairperson
3/15/78	Same as above	Windward Guidance Task Force (20 teachers)
3/15/78	Meeting	Waiakea Inter. PTA: parents, few faculty (60)
3/15/78	Meeting	Hawaii School Advisory Council meeting
3/20/78	Orientation to test administration	Honokaa staff
3/21/78	General presentation	University of Hawaii, Educ. class
3/22/78	General presentation	Moanalua High School PTA (parents, teachers, students)
3/23/78	Presentation	Waipahu Inter. PTA
4/78	Information on Task Force activities and concerns, newsletter	All HCTM members
4/3/78	Purpose, procedure of administering the HSTEC	Examiners of HSTEC (Pilot Program)
4/3/78	Progress Report of Graduation Requirements Task Force	Maui Community College Social Science class
4/78	Meeting	Waimea School staff
4/5/78	Interview--Leeward Sun Press	Sun Press subscribers
4/6/78	Panel presentation on Competency Testing and Graduation Requirements: 1 State representative; 1 student representative; 1 school representative (registrar) and 1 community representative	Parents and faculty

Date	Description	Audience
4/10/78	Discussion	Parents, students, teachers of Pearl City High Curriculum Committee
4/10/78	News Bulletin #6	All Hawaii District Schools
4/11/78	Progress Report of Graduation Requirements Task Force	Kahului Kiwanis
4/12/78	General presentation	Art Teachers Assn.
4/13/78	Presentation	Windward SAC members, Board of Education representatives, principals, district staff, parents
4/17/78	Responding to questions and clarification of 3/23 memo on credit by examination	1 student, 7 teachers
4/24/78	Update on Graduation Task Force activities and clarification of PE input - (Change in V.P.) Preparation for PTA meeting	Kahuku High/Elementary
4/24/78	Purpose of PE; recommendation on PE; General purpose of the Task Force	Administrators/ District Curriculum Specialists
4/24/78	General overview of Task Force	Informal sessions with teachers at Kahuku High
4/27/78	Progress Report of Graduation Requirements Task Force	Maui Kiwanis
5/78	Information meeting	Central District SAC
5/78	Information Update	Central District Principals meeting
5/78	Na Lono Kula issue "Graduation Requirements Study Aims for Improvements"	All Department Personnel

Date	Description	Audience
5/78	Information on Task Force Activities and concerns, newsletter	All HCTM Members
5/3/78	Update on Graduation Task Force activities	Mokapu Staff
5/10/78	Same as above	Kapunahala Staff
5/11/78	Same as above	Windward District Student Council
5/17/78	Same as above	Hauula Staff
5/78	Progress Report of Graduation Requirements Task Force	HSTA Board of Directors
5/19/78	General presentation	EMTP Interns
5/23/78	Graduation Requirements interview	Channel 2 viewers
5/24/78	Update on Graduation Task Force activities to Foundation Guidance Linkers	Windward representation from all schools
5/31/78	Graduation Task Force Orientation and update on activities	Kaaawa Staff